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ABSTRACT

This standard course of study for North Carolina public schools establishes competency goals and objectives directing the teaching and learning of foreign languages in North Carolina. It is a flexible guide to instruction, emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately exit form high school. This revised curriculum focuses on themes and concepts rather than isolated facts. It emphasizes thinking skills and problem solving more than memorization and recall of information. This guide includes the entire curriculum that should be made available to every student in North Carolina public schools, K-12. Numerous diagrams and tables are included throughout the text as the detailed requirements for each grade level and each subject, including electives, are provided. Ninety-three references are included. (KFT)

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SECOND LANGUAGES

Standard Course of Study and Grade Level Competencies

K-12

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Department of Public Instruction

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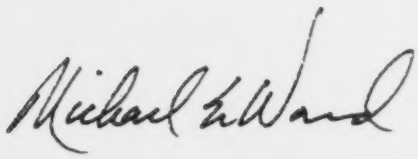
FOREWORD

North Carolina has had a ***Standard Course of Study*** since 1898. Since that time, the curriculum has been revised periodically to reflect the changing needs of students and society. The most recent total revision of the state curriculum occured in 1985. The 1985 ***Standard Course of Study*** reflected the knowledge, skills, and attitudes needed to function effectively in an industrial age. It also included efforts to develop mature thinkers and problem solvers.

In the years since 1985, we have witnessed a dramatic shift in the needs of business and industry, and society in general. These changes have been collectively heralded as the information age. The 21st century will bring new challenges in preparing students for the demands of an information age. While students must attain enabling skills such as reading, writing, and computing, they must also attain the new basics which include creative thinking and problem solving, interpersonal skills, negotiation and teamwork. Also since 1985, all the major content areas have developed National Standards which guide curriculum revisions. Major recent school reform efforts such as the ABC Plan with strong accountability components have necessitated an even more clearly defined state curriculum.

These changes, coupled with more in-depth learning at a much higher level, provide the foundation for current revisions to the ***Standard Course of Study***. The revisions are futuristic in outlook. They look at what students will need to know and be able to do to be successful in the 21st century.



Michael E. Ward
State Superintendent of Public Instruction

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The Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process. Without such cooperation, the revisions and printing of the ***North Carolina Standard Course of Study*** would not have been possible.

We wish to express a special thanks to:

- the Office of Instructional Services for providing the leadership and vision that guided the development of these documents. The untiring efforts of this staff contributed greatly to the completion of this task.
- office support staff in instructional services who, in addition to their on-going responsibilities, word processed the revised documents.
- the many local educators, parents, and business people who participated in the current revision process by serving on curriculum committees and reacting to draft documents.
- faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum.
- the Communications and Information Division for technical assistance in the publication of the documents.
- Association for Supervision and Curriculum Development (ASCD) for allowing its ***Dimensions of Thinking*** to serve as a framework for this revision process.

The curriculum will continue to be revised and improved to meet the needs of the children of North Carolina.

INTRODUCTION

Standard Course of Study and
Grade Level Competencies

K-12

Public Schools of North Carolina
Department of Public Instruction

INTRODUCTION

Background and Overview

History

North Carolina has maintained a Standard Course of Study since the 1890's. That document was a brief, simple guide which outlined the curriculum for the public schools. Every five to seven years since that time, the ***Standard Course of Study*** has been revised to reflect the needs of North Carolina students.

Following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina Department of Public Instruction began a revision of the ***Standard Course of Study***. These efforts to define a basic education program for the State resulted in two publications:

- ***The Basic Education Program for North Carolina's Public Schools*** (Adopted by State Board of Education in response to a legislative mandate) - outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the state.
- ***The North Carolina Standard Course of Study*** (Adopted as policy by the State Board of Education) - sets content standards and describes the curriculum which should be made available to every child in North Carolina's public schools. It includes the subject or skills areas of arts education, English language arts, guidance, healthful living, information/computer skills, mathematics, science, second language studies, social studies, and workforce development education. Also included are the philosophy and rationale underlying the curriculum frameworks and considerations for developing a thinking framework, aligning curriculum and assessment, and providing for the needs of exceptional children.

Standard Course of Study

The revised ***Standard Course of Study*** has moved from a detailed, prescriptive curriculum guide to a more flexible guide to instruction, emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately

exit from high school. The revised curriculum focuses on themes and concepts rather than isolated facts. It emphasizes thinking skills and problem solving more than the memorization and recall of information.

The revised ***Standard Course of Study*** is based on recent research on how students learn. It is a curriculum that promotes integration through the identification of common skills and processes.

The ***Standard Course of Study*** includes the curriculum that should be made available to every child in North Carolina's public schools. Many public schools in the state presently offer an even more comprehensive curriculum. Therefore, in some curriculum areas, electives were also included. The ***Standard Course of Study*** is part of the Department of Public Education's continual improvement efforts. The curriculum will be revised on a regular basis to remain consistent with the changing needs of our nation, state, and local communities.

Philosophy and Rationale

Education has long served as the key to equal opportunity for American citizens. We should be proud of our schools. Historically, American schools have prepared students to join an industrialized economy and become contributing citizens in their communities.

Today, however, the challenge of education is to prepare students for a rapidly changing world. Students in modern society must be prepared to:

- compete in a global economy,
- understand and operate complex communication and information systems, and
- apply higher level thinking skills to make decisions and solve problems. American businesses seek students with the knowledge and skills to succeed in the international marketplace of today's information-based society. Whether at work or in post-secondary study, students must be able to apply what they've learned from their years of public schooling.

The purpose of the North Carolina ***Standard Course of Study*** is to guarantee that all students have equal access to the same basic curriculum. If public education is an avenue to equal opportunity, high standards must be set for all students. ***The Standard Course of Study*** does not seek to prescribe how schools should organize themselves or how teachers should instruct. Rather, the curriculum sets standards against which schools and teachers may judge their success.

Curriculum Integration

The Department of Public Instruction views integration as a curriculum implementation strategy which links the content and skills from various disciplines. There are various models of integration which seek to achieve an acceptable degree of interdisciplinary learning. Generally, these models use the language and methodology from more than one discipline and focus on unifying themes, issues, problems, concepts, and experiences. These models help the learner make connections among the individual disciplines and are based upon the following beliefs.

Integration:

- Mirrors the real world in which we live.
- Motivates students by making learning relevant to their personal lives.
- Adds coherence to vast amounts of information by making connections among disciplines.
- Addresses the overcrowded curriculum by viewing content as a "means" not an "end."
- Acknowledges reading, writing, speaking, listening, viewing, and the use of numbers as enabling skills within thinking processes.
- Fosters collaboration among students and teachers.

Although the North Carolina Department of Public Instruction strongly endorses the concept of integration among various disciplines, local school districts, schools, and classroom teachers are best able to develop curricular units which will be meaningful to the teachers and students at the classroom level. It is the responsibility of the State to set quality curriculum and performance standards and to develop models of integration which link curriculum, instruction, and assessment.

Thinking and Reasoning Skills

To become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop their ability to think and reason. It is no longer adequate for students to simply memorize information for recall. If graduates are to function effectively now and in the 21st century, they must be able to acquire and integrate new information, make judgments, apply information, and reflect on learning.

Research during the 1960's in cognitive psychology has led to the study of the processes that underlie learning. Although there are numerous models of intelligence and learning, the following guiding assumptions serve as the foundation for a thinking framework for North Carolina's public schools.

- All students can become better thinkers.
- Thinking is content dependent and influenced by the learner's prior knowledge of that content.
- The teaching of thinking should be deliberate and explicit with an emphasis on the transfer and application of thinking processes and skills.
- Thinking is improved when the learner takes control of his/her thinking processes and skills.
- Curriculum, instruction, and assessment should be aligned to enhance the teaching of thinking.
- Improving student thinking will require fundamental changes in the school culture, including lesson design, student assessment, classroom organization, and school governance.
- Over-emphasis on factual recall inhibits the development of thinking.
- Schools must model thoughtful behavior-decision making, problem solving and other thinking processes.
- Efforts to improve thinking within a school or school system should be guided by a conceptual framework and comprehensive plan.
- There is no single best program for the teaching of thinking.

Dimensions of Thinking

The Department of Public Instruction has adopted ***Dimensions of Thinking**** (1988) as the framework for the revised curriculum. The more recent work, ***Dimensions of Learning*** (1994), builds on the theory and research from ***Dimensions of Thinking*** and provides direction from a practitioner's perspective.

- Thinking Skills: These are specific cognitive operations--the building blocks of thinking. Examples are observing, recalling comparing, and ordering.
- Thinking Processes: These are complex sequences of thinking skills. Different processes involve variable sequences of thinking skills. They occur over time.
- Creative Thinking: This is the ability to form new combinations of ideas to fulfill needs. It is generative in nature and is usually judged by outputs.
- Critical Thinking: This is reasonable, reflective thinking--deciding what to believe. It is evaluative in nature and helps one not to be blinded by his/her own point of view.
- Metacognition: This is the awareness of one's own self as a thinker.

* Marzano, R.J. et.al. (1988). ***Dimensions of Thinking***, Alexandria, Va.: Association for Supervision and Curriculum.

Alignment of Curriculum and Assessment

The North Carolina ***Standard Course of Study*** sets content standards for what students should know and be able to do. The North Carolina ABCs Accountability Plan establishes performance standards which specify the level of proficiency a student must reach in order to have met specific content standards in specified subject areas. These performance standards are indicators of proficiency for those content areas that are tested.

Balanced Assessment Program

A balanced assessment program for North Carolina schools, teachers, and students serves multiple purposes. Classroom assessment informs instruction and monitors students' progress, while statewide testing focuses on accountability for student achievement and quality programs. Accountability measures are the means of checking broadly to determine what has been learned within the school. These assessments allow for corrections in instructional focus at a program level and are important indicators of the degree to which all students are learning the ***Standard Course of Study***. These data also help teachers determine students' progress from year to year. Results from accountability measures provide one source of information for parents and the public in a timely and accurate manner.

Ongoing classroom assessments are multifaceted and document students' progress over time. They are planned and administered by the classroom teacher and are focused on improving learning, readjusting instruction, and promoting quality, in-depth student work. These assessments make use of various strategies such as observations and open-ended questions and resources such as instructional management systems (test item banks) and portfolios. They encourage the observation of processes and the collection of student products. These assessments inform instructional planning and student, teacher, and parent conferences where individual student progress and future goals are discussed.

The North Carolina Department of Public Instruction believes that a balanced assessment program supports implementation of the ***Standard Course of Study***. Balanced assessment includes testing for accountability purposes and the continual development of quality classroom assessment as vehicles to prepare students to master high content and performance standards. The strategies most likely to result in long-term growth and learning of high quality will result from effective use of classroom assessments as an integral part of instruction. Additionally, strong classroom assessment engages students in self-assessment and greater ownership for their own learning. Quality classroom assessment is essential to the goals of high student achievement and the continuous improvement of schools.

Learning Targets

A strong model for teaching and learning includes classroom assessment as an integral part of a balanced assessment program. In an instruction-assessment cycle *assessment methods* are tied to *learning targets* and then to *decisions* about instruction. (See Figure 1 on page xiv.) In the initial part of the cycle, learning targets (goals) are clarified and students know in advance what they are expected to learn. Teachers use their in-depth understanding of the curriculum to identify the most important learning goals and establish priorities for instruction in order to build on students' prior understandings. They consider multiple targets – factual information, concepts, processes, reasoning, applications, and attitudes. They establish high expectations for all students for all important learning targets. Most importantly, they are able to clarify for themselves and their students what those targets are and what mastery of them will look like.

Assessment Methods

Since the primary users of classroom assessment are teachers and students, the most important purpose is to direct and inform student learning. Teachers and students need multiple evidences about each student's understandings and performances to diagnose, monitor progress, evaluate achievement, and plan for future instruction. Teachers use a variety of assessment methods, both formal and informal, to gather evidence of student learning. They match the type of assessment method to the learning target they want to measure and use stategies that ask students to demonstrate their thinking and reasoning.

Through an ongoing process teachers may use classroom activities both to instruct and assess at the same time. What is important is that evidence of student learning is gathered with a variety of assessment methods, in multiple contexts, and over an extended period of time.

Decisions & Actions

As they gather the evidence about students' learning through classroom assessment, teachers make sense of assessment information. They ask themselves reflective questions. For example, they may ask:

- What do these errors actually tell me about the students' thinking and understanding?
- Do I have sufficient evidence to know how well the students really understand?
- How well can I generalize about how much students know and can do?
- What other evidence may I need?

Reflection helps teachers decide what information and feedback can be extracted from student assessment data and what inferences and interpretations can be made about student learning.

Assessment Cycle:
A Model for Teaching and Learning

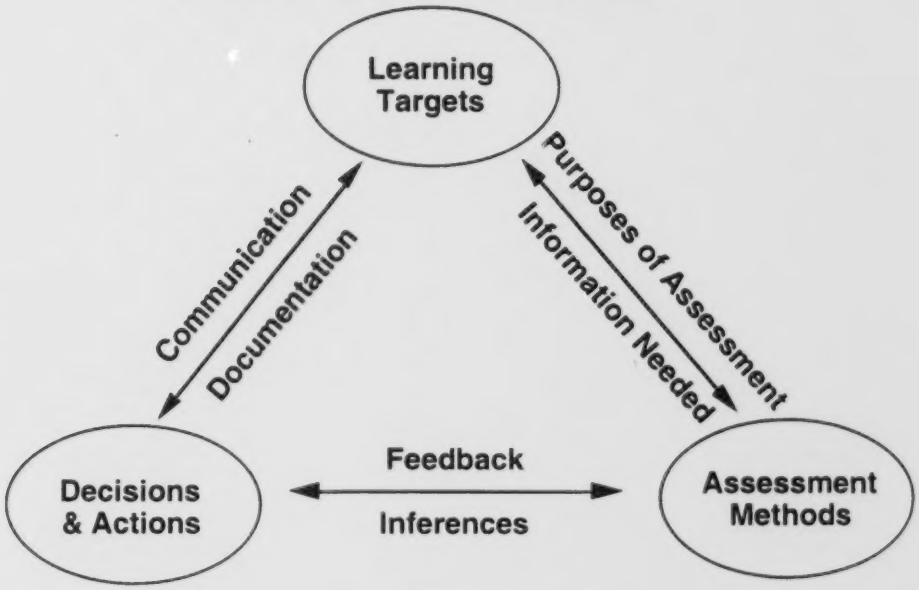

Figure 1

Communication
Documentation

In the last part of the model, teachers document, act on, and communicate information from the assessments. By taking action based upon what the students understand and can do, teachers are likely to be more effective in their decisions. They may decide to reteach key concepts, to move to the next unit of instruction, to regroup students for further instruction, or to allow more practice and application time. Documentation of student learning occurs throughout the teaching and learning model and will include diverse formats: checklists, anecdotal records, observations, grades, portfolios. Communication can provide clear, precise, useable feedback to students, parents, administrators, or other interested adults. This communication can be formal (a report card or scheduled conference) or informal (a telephone conversation, note, or conversation). The cycle of teaching and learning will repeat again and again throughout the year, with the teacher's identifying and clarifying the next learning targets.

Both classroom assessment and statewide testing focus on the learning targets that are described in the ***Standard Course of Study***, albeit for different purposes. Future changes in the scope and form of statewide assessments will therefore be based on the ***Standard Course of Study***.

Programs for Children With Special Needs

The Purpose of Programs for Exceptional Children

The main purpose of exceptional children's programs is to ensure that students with disabilities develop mentally, physically and emotionally to the fullest extent possible through an appropriate, individualized education in the least restrictive environment.

Children with special needs are students who because of permanent or temporary mental, physical, or emotional disabilities need special education and are unable to have all their educational needs met in a regular class without special education or related services. Children with special needs include those who are autistic, hearing impaired (deaf and hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally-emotionally handicapped, specific learning disabled, speech-language impaired, traumatic brain injured, and visually impaired (blind or partially sighted). See Section .1501 or Procedures Governing Programs and Services for Children with Special Needs for definitions of these classifications.

Programs and services for children with special needs may be classified as both instructional programs and instructional support services, depending on the educational need of an individual student.

Content Sequence

Curricula for most children with special needs follow the curricula for students in general education. Emphasis must be given to instruction in English language arts, arts education, social studies, healthful living, mathematics, science, career and vocational education, depending on the needs of the individual student. Attention must focus upon cognitive, affective, motor and vocational development within the curricular areas. The Individualized Education Program for students with disabilities is based on a comprehensive assessment, and states in writing the special education offerings to be provided to each student with a disability.

Learning Outcomes

Learning outcomes - knowledge, skills, concepts, understandings, and attitudes - for students with disabilities will differ from student to student. For many exceptional students, the same learning outcomes developed for students in general education will be appropriate. Some exceptional students will meet the learning outcomes at a different time and in a different manner than students in general education. Some students with severely limiting disabilities might not meet these outcomes in general education and will need a totally different curriculum.

Curriculum Adaptation

The purpose for adapting or changing curricula and teaching and learning strategies for students with disabilities is to help them achieve at their highest level, and to prepare them to function as independently as possible. Completion of school experience by students with disabilities is determined by meeting the requirements for graduation or by attaining the goals in the Individualized Education Program, or both. To graduate with a diploma, an exceptional student must earn the State mandated units of credit based on successful completion of course work, and acceptable scores on tests adopted by the State. Exceptional students who do not meet the State and local requirements for a diploma, but meet other requirements for graduation, will be eligible to participate in graduation exercises and receive a certificate of achievement.

Although course requirements are the same for exceptional students and non-exceptional students, the instruction must be tailored to meet each student's individual needs. Instruction is based on the curricula needs (academic, affective, motor, and vocational) of each student with a disability. Instruction varies from student to student so curricula may vary also. The key to all education for students with disabilities is the Individualized Education Plan.

Revised 4/15/98

State of North Carolina Graduation Requirements

4	units in English
3	units in mathematics, one of which must be Algebra I
3	units in social studies, one of which must be *Government & Economics, one in United States History and one in world studies
3	units in science, one of which must be biology, one physical science, and one in **earth/ environmental science
1	unit in health and physical education
6	units designated by the LEA, which may be undesignated electives or courses designated from the NC Standard Course of Study
20	units

* As of March 13, 1997, the State Board of Education action requires students to take Economic, Legal and Political Systems (ELPS) in order to receive credit in government and economics. Exceptions are the following:

- Students who have already met the requirements of government and economics.
- Students registered for government and economics for either 1997 summer school or the 1997-1998 school year.
- Students who transfer from another state that have already met the requirement.

**As of March 5, 1998, the State Board of Education action requires freshman entering 2000-2001 to take an Earth Environmental science as the third science requirement.

NORTH CAROLINA
ACADEMIC SCHOLARS PROGRAM

History

In March, 1983, the State Board of Education approved the North Carolina Scholars Program to begin with the 1983-1984 school year. In March, 1990, the State Board of Education revised the program and redesignated it the North Carolina Academic Scholars Program. Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition.

Recognition

The students who qualify for this special recognition

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a seal of recognition attached to their diplomas.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

Student Planning

Most student should begin planning for the program before they enter grade 9 to ensure they get the most flexibility in their courses.

Program Requirements

To become North Carolina Academic Scholars, students must complete the Course of Study indicated below. It should be noted that students must have an overall four-year grade average of B or its equivalent as determined by the local board of education.

The program will consist of a single plan as outlined below:

Units	Program Area
4	English I, II, III, IV
3	Mathematics (Algebra I, Geometry, Algebra II or one unit of advanced mathematics for which Algebra II is a prerequisite – three (3) units must be taken in grades 9-12)
3	Science (Biology, Chemistry, Physics or one other advanced science in lieu of Physics)
3	Social Studies (Government/ Economics, U.S. History, and one world studies course)
2	Foreign Languages (two levels of the same language)
1	Health/Physical Education
2	Additional units selected from among English, Mathematics, Science, Social Studies or Foreign Language courses
4	Electives
22	

Please note that the designated number of units per subject area must be taken in grades 9-12.

NORTH CAROLINA
POSTSECONDARY EDUCATION REQUIREMENTS*

Content Area	College Tech Prep Requirements**	College Prep (University of NC System 4-Year College Requirements **)
English	4 Courses I, II, III, IV	4 Courses I, II, III, IV
Mathematics	3 Courses Algebra I, Geometry, Algebra II or Algebra I, Technical Math I & II	3 Courses Algebra I, Geometry, Algebra II *(recommended one course unit in 12th grade)*
Science	3 Courses a physical science course (related to career pathway [CP]) Biology other science course related to CP	3 Courses a physical science course a life or biological course *(Biology)* at least one laboratory course
Social Studies	3 Courses *Government/Economics (ELPS)* *US History* *World Studies*	2 Courses *(3 for NC Diploma)* US History One elective *(ELPS or World Studies)*
Foreign Language	Not required	2 Courses Recommended at least two (2) course units in one foreign language with one course unit taken in 12th grade
Computer Skills	A specific course is not required but students must demonstrate proficiency in keyboarding and computers	*A specific course is not required but students must demonstrate proficiency through state testing (starting with the graduation class of 2001)*
Health and Physical Ed.	*1 Course* *Health/Physical Education*	*1 Course* *Health/Physical Education*
Career/Technical	4 Units of Credits Select courses appropriate for career pathway or major	Not required
Arts Ed. (Visual Arts, Dance, Music & Theater Arts)	Not required (local decision*)	Not required (local decision*)
Electives	*Elective Courses* *Additional electives must be included to meet local graduation requirements*	*Elective Courses* *Additional electives must be included to meet local graduation requirements*
Total	Depends on Local Requirements	Depends on Local Requirements

* LEAs may require additional courses for graduation.

** A high school diploma or its equivalent is required as well.

Note: Italics indicate items necessary to meet NC graduation requirements but not specific requirements to the course of study.

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SECOND LANGUAGES

Standard Course of Study and Grade Level Competencies

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The Second Language Section from the Instructional Services Division of the Department of Public Instruction gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current revision process.

We wish to express special thanks to:

- The Office of Instructional and Accountability Services for providing the leadership that guided the development of this document.
- The many educators who participated in the current revision process by serving on curriculum committees, focus groups, and/or by reacting to draft documents.
- The faculty members from the institutions of higher education who served on committees, provided input through focus groups, and reviewed draft documents.
- The parents, business, and community members who contributed to this document in a variety of ways.

In addition, we would like to express special gratitude and appreciation to the members of the Second Language Advisory Board who, during this past year, devoted their time, energy, and expertise to the development of *the North Carolina Second Language Standard Course of Study:*

Janis Antonek - Teacher Trainer - UNC-Greensboro.
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Kathy Vaughan - Spanish Teacher - Wilson County.
Carol Zimmerman - French and Spanish Teacher - Wake County.
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PREFACE

Intent

The North Carolina Second Language Standard Course of Study establishes competency goals and objectives directing the teaching and learning of a second language in North Carolina. This document sets high expectations for all students, it supports extended sequence of language learning and it takes into account the national standards for foreign language learning. In addition, the *Second Language Standard Course of Study* gives administrators a rationale and guidelines for the study and the planning of an articulated language program.

Because it describes the overarching concepts governing language education in the state, it should be used as a guide by school districts as they make decisions concerning their second language programs. The overview presented in the document will need to be expanded in local curriculum documents to reflect the beliefs, policies, and philosophy of the local school districts in ways that best meet the needs of their specific student population.

The Revised Second Language Standard Course of Study replaces the document published in 1994. It is accompanied by a Teacher Document which provides support, application, explanation, and expansion of the goals and objectives presented in the Standard Course of Study. The companion document can be obtained by contacting the Publications Sales Division of the NC Department of Public Instruction.

Second Languages and English as a Second Language

This document is specifically designed to guide instruction for the teaching of second languages such as French, German, Spanish as well as the less commonly taught languages. While there are obvious similarities between the teaching of second languages and English as a Second Language, the many differences warrant a separate document for the teaching of English as a Second Language. Such a document, *A Guide to the Standard Course of Study for Limited English Proficient Students,* is available from the NC Department of Public Instruction.

National Standards

In 1989, state and national leaders met to reach agreement on setting national educational goals for the American public schools. Shortly thereafter Congress voted on "Goals 2000: Educate America Act" which endorsed the original goals and expanded goal 3 to incorporate foreign languages in the core curriculum. Subsequently, the National Council on Education Standards recommended the development of national standards for the disciplines included in the goals.

Foreign Language Standards

In 1993, foreign language education became the seventh and final subject area to receive federal funding to develop national standards for students kindergarten through twelfth grade. The American Council on the Teaching of Foreign Languages (ACTFL) organized a task force to meet this challenge. Finally, in 1996, after seeking and receiving extensive input from the foreign language community the *Standards for Foreign Language Learning: Preparing for the 21st Century* were published.

Revision Process

In response to a mandate from the North Carolina General Assembly instructing the Department of Public Instruction to revise the individual Standard Courses of Study on a five-year basis, a committee was selected to address this task. The committee, comprised of K-12 teachers, university professors, central office staff, parents, community leaders, and DPI staff examined national and state initiatives, reviewed the latest research affecting language education, perused documents from other countries and/or states, and studied extensively the national *Standards for Foreign Language Learning: Preparing for the 21st Century (SFFLL).*

Input

The committee solicited input through a variety of focus groups, regional meetings, public hearings, questionnaires, district reviews, and individual conversations. In addition, a draft of this document was posted on the Second Languages web page and was mailed for review to foreign language teachers, to selected university language faculty, to teacher-training program chairs, as well as to other interested parties in the state. The final draft of the document was revised to incorporate suggested changes.

PHILOSOPHY

General Principles

The Second Language Standard Course of Study is based upon a set of principles governing language education. These tenets are anchored in language education research and supported by experience. They are as follows:

- All students can learn and experience success in a second language.
- Students learn in different ways.
- Language acquisition is a lifelong process. For optimum results, students should have the opportunity to engage in a long sequence of study.
- Students acquire proficiency at different rates.
- Students develop the needed skills to be citizens of a global society by learning a second language.
- Students develop some insights into other cultures as well as their own when learning a second language.
- Students are involved in interdisciplinary connections when learning a second language.
- Learning is assessed and reflects the students' ability to communicate in the target language.

Languages for All

Since 1985 and the inception of the Basic Education Program (BEP), second language educators in the state have held the belief that a second language is part of a basic education for each child in the state. Given the opportunity, all children can benefit from learning another language and all children are capable of doing so. This belief is reflected in the national standards document which states that "all children can be successful language and culture learners" (*Standards for Foreign Language Learning,* p. 7).

Additionally, reports from Louisiana, Milwaukee, and Cincinnati have pointed to the benefits of language instruction for all children but especially for disadvantaged children and children with average or below average intelligence. In one study, Foreign Language in the Elementary School (FLES) students of average and below average intelligence performed as well as their peers with above average intelligence on oral production and interpersonal communication skills (Rosenbusch, 1995).

Different Learning Styles

During the last decade, many theories and models on learning styles have emerged. Some of the most recent theories follow.

Howard Gardner points to seven multiple intelligences (an eighth intelligence has been added to the original seven) which are present in some capacity in all of us and which have the potential to be further developed given the appropriate experiences.

Bernice McCarthy devised the 4Mat's Learning System to identify the different learning styles and to help teachers recognize and honor their students' individual learning styles. McCarthy believes that rather than "labeling learners according to their styles; they (teachers) need to help them work for balance and wholeness" (*Educational Leadership*, March 1997, p. 50).

These theories and others have great implications for foreign language learning. They attest to the importance of teaching to the students' different learning styles, of reaching all students, and of providing the opportunity for deeper and more thorough learning.

Language Acquisition

According to the research on second language acquisition, students develop communicative competency in a second language in much the same way as in their first language, although the rate of acquisition will vary.

For most learners, language development occurs in a predictable pattern according to a series of stages. For example, students acquire language when the language is meaningful and interesting and when they are in a non-threatening environment.

They first acquire the language through "comprehensible input" (Krashen) which is focused on developing listening comprehension by building on receptive vocabulary. For this reason, learners usually can understand more than they are able to say. Thus, language acquisition begins long before speech production occurs.

As the students' interaction with the language intensifies, they are able to speak using one or two words or short phrases. They are encouraged to produce the vocabulary they already understand. Speaking results from acquisition and speech emerges naturally, gradually, on its own and in stages. Reading and writing are introduced as extensions and support what students can already understand and say.

At the next stage of language development, students move ahead by using longer phrases and strings of sentences. They recombine the language in different ways and they begin to create with the language. As language development proceeds, students become increasingly able to use the language in a variety of contexts, for a variety of audiences, and for a variety of purposes.

Proficiency

The main goal for foreign language education is to help students develop the ability to communicate with speakers of another language. To achieve this goal, students need to use the language in a variety of real-life, meaningful, and culturally accurate situations designed to promote relevant communication.

As stated above, language acquisition and development occur in a series of stages. The American Council on the Teaching of Foreign Language (ACTFL) has organized these stages (novice, intermediate, advanced, and superior) in the *ACTFL Proficiency Guidelines* and more recently in *the ACTFL Performance Guidelines* which are used to describe the expectations for students at each level of language development. A full description of the *ACTFL Proficiency Guidelines* is located in the Appendix.

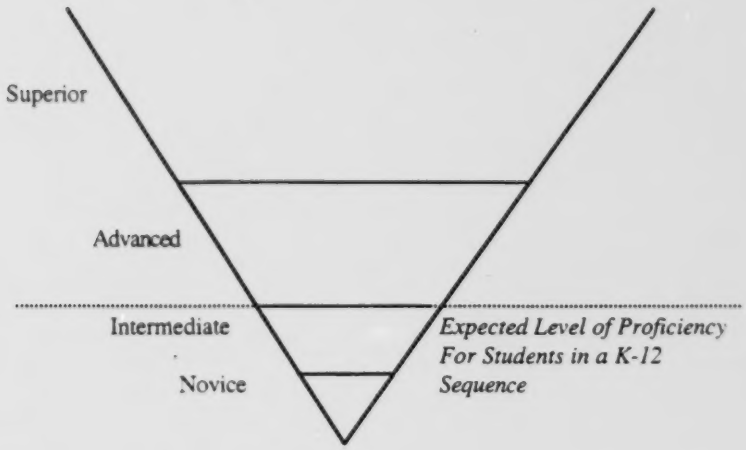

Figure 1. Levels of Proficiency

Explanation of Figure 1
The level of language proficiency which can be attained is directly related to the amount of time spent in the target language. It is easier to move up at the beginning levels of proficiency than at the more advanced levels. The beginning levels are dealing with vocabulary expansion, limited language structures, and limited ability to communicate. The leap from novice to intermediate involves vocabulary expansion and use of some basic grammatical structures and can be achieved in shorter amount of time. At the upper levels, the language is more sophisticated and the vocabulary becomes broader and more complex. Speakers at this level have the ability to function as a native or near native speaker. The Superior level can be attained only through extensive living in the target culture.

The level of proficiency students can attain is closely related to the program goals, to the quality of instruction, and to the amount of time and practice they have with the language. A long sequence of language instruction is likely to produce students who develop higher levels of proficiency than those in a program which starts late and/or which is not sequenced.

Also, in a proficiency-based program, students have different rates of individual learning. One learner may take two years to move from one proficiency level to another, while another may take three or four years.

Furthermore, according to the Research Committee of the Interagency Language Roundtable (ILR), it is also important to note that students may attain different levels of proficiency according to the language they learn.

The School of Language Studies of the Foreign Service Institute has determined that some languages are considered to be of a higher difficulty level for speakers of English; therefore, they have been grouped in different categories - Spanish, French, and other Romance languages are classified under Group I; German falls in Group II; Russian is listed in Group III and languages such as Japanese, Chinese, and Arabic fall in Group IV. More contact hours will be needed for the languages in Group III and IV to achieve the same level of proficiency than for languages in groups I and II.

Group I
French, Italian, Spanish

Group II
German

Group III
Russian

Group IV
Chinese, Japanese, Korean, Arabic

Figure 2. Language Groups According to their Level of Difficulty

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Cultural Appreciation

By learning another language, students gain access to the different culture(s) associated with that language. They learn to appreciate the different ways of life and accomplishments of each culture. In doing so, they become more reflective about their own culture and they are able to generalize about the components of culture.

When we learn one language we open doors to new ways of thinking and doing, believing and communicating, and through the process we learn more about ourselves (*The Massachusetts World Languages Curriculum Framework*, January 1996).

Students' openness for other cultures seems to be at an optimum prior to the age of ten. Lambert and Klineberg (1967) note that younger students seem to be more receptive to people who are different from themselves than their older peers.

Citizens in a Global World

With the ever-increasing interdependence of nations, the study of a foreign language has become essential to the effectiveness of the United States in a global world. Students can be prepared to function in that global world by acquiring needed communication skills and by developing cultural understanding.

To study another language and culture is to gain an especially rich preparation for the future. It is difficult to imagine a job, a profession, a career, or a leisure activity in the twenty - first century which will not be enhanced by the ability to communicate efficiently and sensitively with others. While it is impossible to foresee which foreign language will be useful at a later point in life, those who have experienced the process of acquiring a second language have gained language learning skills that make learning another language easier. Possession of the linguistic and cultural insights which come with foreign language study will be a requisite for life as a citizen in the worldwide neighborhood (SFFLL, p. 12).

Connections

Connecting the foreign language curriculum to other disciplines gives added relevancy to the study of languages and brings new insights into the rest of the curriculum. Connections can emanate in the foreign language classroom but can also originate in other disciplines.

To study another language and culture increases enormously one's ability to see connections. Since the content of a foreign language course deals with history, geography, social studies, science, math, and the fine arts, it is easy for students to develop an interdisciplinary perspective at the same time they are gaining intercultural understandings (SFFLL, p. 12).

Assessment

As new standards for student achievement in foreign languages are developed, it is essential to devise assessments which can diagnose, monitor learning, and provide useful feedback about the attainment of the identified goals and learning objectives. All aspects of the new curriculum ranging from the ability to function in the three communication modes, to the ability to make connections, comparisons, etc. need to be assessed.

Once teachers have identified whether the focus of an objective is on content, skill development, performance, or application, they can decide whether the objective lends itself to one or more assessment measures. There are many kinds of assessments available to teachers. These range from the more traditional pen and pencil tests to authentic and alternative assessments including portfolios, journals, logs, performance assessments, self assessments, and peer assessments.

However, no one single assessment can give us all the answers we need about student learning, program effectiveness, and accountability. For this reason, teachers need to give careful attention to the purpose of the assessment as well as to the selection of the tool which is best suited for that purpose.

Assessments can help teachers make decisions about individual students, groups of students, instruction, and program. At any rate, assessment should be an integral and on-going part of the learning process.(For additional information on assessment, refer to the Teacher Companion Document and to *the Assessment, Articulation, and Accountability* Document available from the NC Department of Public Instruction.)

PURPOSE

Rationale for Language Learning

The ability to communicate with others is central to human nature. Throughout the ages, humans have been able to share information, interests, needs, and values over time and space and thus have influenced others by their actions and their words. In recent years existing and emerging technologies have brought the world closer and have erased many of the existing borders. As boundaries between countries are being dissolved, the need for foreign language instruction has become a necessary component for linking with the rest of the world and for producing an enlightened citizenship able to function in today's ever-shrinking world.

In addition to the need for communication within a global world, the study of a foreign language is needed to ensure economic competitiveness, to maintain national security, and to teach tolerance and respect for others inside and outside of the United States.

Finally, learning another language is a passport to greater understanding of one's own language and culture.

Studies and Reports

Beginning in the late 1970's, there has been renewed interest in the study of languages. Many studies and reports have highlighted the need for foreign language competence.

- The National Commission on Excellence in Education published a report *A Nation at Risk* (1983) which ranked foreign language education at the same level as the "basic academic fields - English, mathematics, computer science, social studies, and the natural sciences" (pp. 25-26).
- The College Board (1983) recommended expanding basic skills to include foreign language education for all students.
- The National Association of State Boards of Education (NASBE) stated that "...it is far more effective to initiate foreign language study in the elementary school than in secondary school both from the perspective of more advanced language study and enhancing general academic skills" (p. 1).
- The American Council on Education Commission on International Education in the document *What we can't say can hurt us: A call for foreign language competence by the year 2000* (1989) urged leaders of higher education to require competence in a foreign language as an admissions requirement.

- The Goals 2000 : Educate America Act states: "By the year 2000 all American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, foreign language, civics and government, arts, history, and geography..."

In 1980, Representative Paul Simon of Illinois, in a book titled *The Tongue Tied American : Confronting the Foreign Language Crisis* addressed the critical need for the inclusion of foreign languages in the schools. There are many other reasons for studying another language. These reasons can be divided in three categories:

- economic reasons
- social reasons, and
- academic reasons.

Economic Reasons

To be competitive on a global scale, the business world of tomorrow needs individuals with strong skills in a second language who can work within a culturally diverse environment. The following data attest to the needs for such individuals.

- Each year, 200,000 Americans lose out on jobs with business because they do not know another language *(The Tongue Tied American)*.
- One third of all the corporations in the U.S. are either owned or based abroad.
- One out of every six production jobs in the U.S. depends on foreign trade.
- One half of the top profit making companies on *Fortune* magazine's "500" list are foreign controlled.
- Four out of five new jobs in the United States are created as a result of foreign trade.
- Twenty million foreigners travel annually the to the U.S. and expect foreign language skills from Americans. They spend $8 billion in the U.S.
- The U.S. is the third largest Spanish speaking country in the world.
- Fifty percent of all the jobs for the 21st century have not been created yet. What is known is that communication will be central to the majority of these jobs.
- In NC alone there are over 800 international firms. The United Kingdom, Germany, Japan, and France have the largest number of firms.

- According to the Kiplinger Washington Editors (1996), the Hispanic share of the workforce will increase by 25 percent by 2010. The Asian share will increase by 50 percent. Minorities will keep moving up the corporate ladder in the next 15 years. Managers who know how to deal with a diverse workforce will have an advantage.

- "The workplace of tomorrow is a world of many cultures and languages ...with new forms of global commerce we can't even imagine today" (Kiplinger Washington Editors, 1996).

Social Reasons

A less obvious but nonetheless compelling reason to study another language rests in the power that languages have to promote cultural understanding between people of different backgrounds.

- The study of language helps students develop a sense of cultural pluralism. Through the study of another language students interact and communicate with others and thus discover genuine similarities and differences among various cultures. At the same time, they develop respect and appreciation for the cultural perspectives, practices, and products of the different cultures.

- The study of language increases travel opportunities and increases chances of meeting people from other lands.

- North Carolina has a growing non-English speaking population. There are more than 170 languages currently spoken by students in our schools. The immigrant population is expected to rise as long as the state's economy remains strong. The ability to speak a second language helps us to communicate directly with those who speak that language. In addition, it enables us to understand firsthand the process for second language acquisition and to be prepared to handle the challenges of living and working with non-English speakers.

- The study of another language contributes to the achievement of national goals (economic, national security, etc.).

Academic Reasons

The study of another language impacts other academic areas.

- Data from the Admissions Testing Program of the College Board show a positive correlation between SAT scores and the study of a foreign language. Verbal scores of students increased with each additional year of language study. The most interesting piece of information is that the verbal scores of students who had taken four or five years of foreign language were higher than the verbal scores of students who had taken four or five years of any other subjects.

- It helps students develop greater cognitive skills in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills.
- The study of a foreign language has been shown to enhance listening skills and memory and can contribute a significant additional dimension to the concept of communication.
- It fulfills college entrance requirements in most colleges and universities.

Conclusion

The study of another language prepares students for the complicated world they inhabit. The value of such an education not only lies in job-related advantages but also in the added dimension of an understanding of other people and cultures.

(Sources: International Westinghouse Electric Corporation, American Institute for Foreign Study, and National Council on Foreign Language and International Studies.)

Benefits

Over the past twenty years much research has been conducted documenting the immediate and long-range benefits of foreign language learning.

Foreign Languages in the Elementary Schools

Pronunciation

Children have the ability to learn and excel in the pronunciation of a foreign language (Dulay and Krashen; Krashen and Long, et al.; Krashen and Terrell).

Higher Scores

Children who have studied a foreign language in elementary school achieve expected gains and even have higher scores on standardized tests in reading, language arts and mathematics than those who have not (Masciantonio, 1977; Rafferty, 1986).

In the area of language arts, students of second languages are thought to improve their reading comprehension in the native language and also score higher in reading achievement, including vocabulary, cognitive learning, and total reading ability (Masciantonio, 1977; Rafferty, 1986).

Listening Skills

Foreign language study has been shown to enhance listening skills and memory (Rattle, 1968), and the development of second language skills can contribute a significant additional dimension to the concept of communication.

Basic Skills

The Louisiana Report: Second Language Study Improves Basic Skills (Rafferty, 1986). The results of this study indicate that regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign language on the third, fourth, and fifth grade language arts sections of Louisiana's Basic Skills Tests. Foreign language study appears to increase the scores of boys as much as girls, and African Americans as much as other races. This finding supports the notion that, beginning as early as third grade, second language study facilitates the acquisition of English language skills.

Cognitive Development

Children who have studied a foreign language show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher order thinking skills (Foster and Reeves, 1989; Landry, 1973; Rafferty, 1986; Ginsburg and McCoy, 1981; Bamford and Mizokawa, 1991).

With respect to cognitive abilities, Ginsburg and McCoy (1981) cited research findings to support that when students learn another language at the elementary level and there is good program articulation, second language students advance more rapidly than monolingual students in cognitive abilities, independent of IQ.

Regarding creativity, in the Landry (1973) and Kessler and Quinn (1980) studies, students who studied a second language in elementary school scored significantly higher on tests of divergent thinking as measured in terms of figural fluency and figural flexibility independent of age and IQ.

Recent research indicates that "the length of time students study a foreign language relates directly and positively to higher levels of cognitive and metacognitive processing" (Rosenbusch, 1995).

Cultural Pluralism

Children who have studied a foreign language develop a sense of cultural pluralism, openness to and appreciation of other cultures (Carpenter and Torney; Hancock and Lipton et al.; Lambert and Tucker).

Self-Concept

Children studying a foreign language have an improved self-concept and sense of achievement in school (Genesee; Holobow et al.; Masciantonio).

Previous Knowledge

Second language learning in the elementary school, especially at its beginning stages, is less dependent on previous verbal learning than are most other elements of the curriculum. This factor allows some students to succeed who have otherwise experienced repeated failure in school. In a study (Holobow et al. 1987) working class students did just as well in French as middle class students even though their English skills were not as good.

Foreign Language and the Brain

Recent research in brain mapping reveals that young children who learned another language in infancy use the same brain circuits for both their native and the foreign language whereas adult learners rely on special brain circuits to learn another language (Hirsch, 1997). The transition is believed to take place around the age of seven or eight.

Neurobiologist Carla Shatz believes that there are windows of opportunity which open and close one by one throughout a person's life. "The implication being that if you miss the window, you're playing with a handicap" (Newsweek, February 1996). Obviously, learning continues to take place throughout a person's life; however, the optimum time for learning occurs until the age of 10 to 12 when the brain of young children is believed to be most receptive (Chugani). For this reason, language learning is most effective when it is started early on in a child's life.

Foreign Languages in the Secondary Schools

SAT Scores

During the past several years, data from the Admissions Testing Program of the College Board definitely show a positive correlation between SAT scores and the study of foreign languages. According to *Profiles, College-Bound Seniors*, 1981, a publication of the Admissions Testing Program, of 922,919 seniors tested, 13.6 percent had taken no foreign language courses. For this group the mean SAT score on the verbal portion of the test was 366; on the math portion it was 409.

Length of Study

Some studies have found that students who learn a foreign language have higher verbal and math SAT scores than students who have not had foreign language (College Entrance Examination Board 1992; Cooper, 1987).

Data from *Profiles, College-Bound Seniors*, 1984 and 1990, tell essentially the same story. Again, sheer time spent taking a subject appears to relate to a better test score, and concentration on foreign languages for periods of four or more years results in the highest SAT-verbal average of any of the subject group.

(Thomas C. Cooper. "Foreign Language Study and SAT-Verbal Scores." *The Modern Language Journal*, Volume 71, Number 4, Winter 1987.)

ACT and Foreign Languages

A study by Olsen and Brown (1989) supports that English and mathematics performance levels of students who have studied a foreign language in high school are higher than those of students who have not. In prior research that controlled for variations in students' ability, the English and math performance levels of students who had studied a foreign language tended to be higher than those of students who had not. (Wiley; Eddy; Bastian; Timpe; Skelton; Olsen and Brown).

Further and more detailed study of interrelations among parts might reveal, as suggested by Jarvis, that the mental processing skills required to do mathematics problems are also developed by language processing and vice versa.

Career Development

The demands for multilingual abilities in the world of work is growing. Proficiency in a foreign language combined with the skills and knowledge of another area heightens a person's desirability in the market place.

The Nebraska Foreign Language Frameworks (1996) states that "learning a foreign language provides a competitive edge in career choices in today's and tomorrow's world. The foreign language experience enhances cultural sensitivity and provides linguistic insights necessary for citizens in a worldwide community."

Status of Foreign Languages in North Carolina

Enrollment

The Public Schools of North Carolina *Statistical Profile* reports that the foreign language enrollment for K-12 students during the 1997-98 school year was just under 400,000 students. Spanish is the language of choice followed by French, Latin, German, Japanese, and other languages.

Currently, students begin their study of a second language at different entry points (reflected by the beginning and continuing headings for some objectives in this Standard Course of Study). Forty-six percent of high school students are studying another language compared with twenty-three percent at the middle school level and twenty-seven percent at the elementary level.

Programs

Contributing to the diverse second language learning opportunities is the variety of programs available in North Carolina. FLES, Immersion, Content-Enriched, Exploratory, Beginning Sequential programs, International Baccalaureate, and Spanish Pacesetter are a few of the programs found at the elementary, middle and high school level. These programs differ not only in their overall goals but also in the amount of time students are engaged in the language, in the level of proficiency they reach, and in the types of resources and activities used in the classroom.

ELEMENTARY PROGRAMS		
Foreign Language in the Elementary School (FLES)	FLES classes usually meet from two to five times a week for 20 to 40 minutes.	FLES programs form the majority of elementary programs in North Carolina. These programs emphasize the development of the four language skills of listening, speaking, reading, and writing. The primary focus is on understanding and speaking with the teaching of culture integrated throughout the program.
Immersion Programs	* In *total immersion* programs, the entire school day is spent in the foreign language during the first two to five years of instruction. * In *partial immersion* programs, the foreign language is used during half of the school day.	The focus of immersion programs is to help students become proficient in the target language while mastering subject content from other disciplines. In immersion programs, the "regular" curriculum is taught in the foreign language. A variation of immersion programs includes *two-way bilingual programs*. These programs group native speakers of English with native speakers of the target language. Instruction is provided both in English and in the target language on alternate days, according to academic subjects, or according to a daily schedule (morning in one language and afternoon in the other).
Content-Enriched Programs	Content-enriched classes usually meet from two to five times a week 20 to 40 minutes.	In content-enriched programs, students develop foreign language skills while reinforcing their study of math, science, social studies, or another subject area.

Figure 3. Elementary School Foreign Language Programs in North Carolina

MIDDLE SCHOOL PROGRAMS		
Exploratory Programs	Exploratory programs can vary in length from a few weeks to one semester. These programs are usually short term.	These programs are mostly found at the middle school level. Exploratory programs are non-sequential. They introduce students to one language and culture and do not lead to the development of communicative proficiency.
Beginning Sequential Programs	Beginning sequential programs vary in their scheduling, some meet daily for the entire semester or year, others meet on alternate days throughout the year.	Many students begin the study of another language at the middle school level. These programs focus on the development of communicative proficiency with culture being integrated throughout the program. Listening and speaking skills are developed first followed by reading and writing skills. Depending on the extent of the program, beginning sequential programs may allow students to place out of some foreign language classes at the high school level.
Continuing Sequential Programs	Continuing sequential programs vary in their scheduling, some meet daily for the entire semester or year, others meet on alternate days throughout the year.	Students who have participated in an elementary program pursue the development of their language skills in continuing programs. Continuing programs allow students to take the language without any major break in the sequence. With adequate instructional time, continuing programs allow students to place out of some foreign language classes at the high school level.

Figure 4. Middle School Foreign Language Programs in North Carolina

A few middle schools and elementary schools in North Carolina are implementing pre-IB programs to prepare their students to be successful in the high school IB program. Only schools approved by the International Baccalaureate Organization are authorized to offer the curriculum and to present candidates for the examination.

At the high school level programs such as Advanced Placement, International Baccalaureate, and Spanish Pacesetter complement the "traditional" programs.

HIGH SCHOOL PROGRAMS	
Traditional Programs	These programs form the majority of programs at the high school level. They start at level I and continue to a possible level VIII in high schools following a block schedule. High school programs are geared toward the development of communicative proficiency in the four language skills and the understanding and appreciation of other cultures. Because the course length has been shortened by 30 hours in a block schedule, careful examination of what students can realistically learn at each level of instruction must take place. Locally-developed pacing guides are helpful to address this concern.
Advanced Placement Program (AP)	The AP program is an opportunity for students to pursue college level studies while in secondary schools. The AP program offers a variety of courses for students who have gone beyond a high school level III or IV. They are: AP French Language, AP French Literature, AP German Language, AP Spanish Language, and AP Spanish Literature. The AP language courses emphasize the use of active communication. The AP literature courses are an introduction to representative works of prose, poetry, and drama from different periods. Literature courses may or may not have a required reading list; however, the content of the courses is geared toward helping students do well on the AP examination.
International Baccalaureate	The International Baccalaureate (IB) Program is a rigorous two-year curriculum leading to examinations. The general objectives of the program are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience.
Spanish Pacesetter	Pacesetter Spanish is a third level Spanish course. The three broad objectives guiding this course are: a) to use Spanish to acquire new knowledge; b) to develop understanding of the cultures of the many people who speak Spanish; c) to use Spanish for effective day-to-day communication.

Figure 5. High School Foreign Language Programs in North Carolina

PROGRAM DESCRIPTION

Introduction

The North Carolina K-12 program in second language studies is designed to afford students the opportunity to develop communicative competence in another language and cultural appreciation of cultures speaking that language. *The Second Language Standard Course of Study* establishes the competency goals and objectives needed to achieve these aims. It is designed to address the study of languages such as French, German, Spanish, and Japanese with some adaptation.

This document does not apply to the study of Latin. *The NC Latin Curriculum Guide* was revised and made available to teachers in 1998.

Program Goals

The Standard Course of Study is organized in seven overarching goals adapted from the *Standards for Foreign Language Learning: Preparing for the 21st Century*. The goals are not listed in order of importance; however, the goal of communication plays a central role since it is through communication that the other goals can be met. Language is used to talk about content, it is used in the community, it is used to compare with one's own language and is used to "gain knowledge and understanding of the cultures that use that language" (SFFLL, p. 27). Therefore, it is impossible to address one goal without connecting to another one.

At each grade level or course throughout the entire sequence, students should exhibit increased proficiency in the following areas.

Goal 1: Interpersonal Communication - The learner will engage in conversations and exchange information and opinions orally and in writing in the target language.

Goal 2: Interpretive Communication - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Goal 3: Presentational Communication - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Goal 4: Cultures - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Goal 5: Comparisons - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Goal 6: Connections - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Goal 7: Communities - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Communication

Communication is at the heart of foreign language study. The ability to communicate is increasingly important in a global world.

> *For American students, the ability to function directly in at least one language other than English will become increasingly important in the rapidly shrinking, interdependent world of the twenty-first century... They must be able to participate appropriately in face-to-face interaction with members of other societies, and they must also be able to interpret the concepts, ideas, and opinions expressed by members of these societies through their media and their literatures.* (SFFLL, p. 35).

To be communicatively competent in a foreign language, a student must convey and receive messages successfully by combining the knowledge of the language system with the knowledge of the cultural conventions. For this reason, culture and language are closely intertwined.

The *Standards for Foreign Language Learning* characterize communication in three communicative modes that place primary emphasis on the context and purpose of the communication (Brecht & Walton, 1994). The three modes are:

1. The Interpersonal Mode
2. The Interpretive Mode
3. The Presentational Mode

Framework of Communicative Modes (SFFLL, p. 33)

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
DEFINITIONS	Direct oral communication (e.g., face-to-face or telephonic) between individuals who are in personal contact Direct written communication between individuals who come into personal contact	Receptive communication of oral or written messages Mediated communication via print and non-print materials Listener, viewer, reader works with visual or recorded materials whose creator is absent	Productive communication using oral or written language Spoken or written communication for people (an audience) with whom there is not immediate personal contact or which take place in a one-to-many mode Author or creator of visual or recorded material not known personally to listener
PATHS	Productive abilities: speaking, writing Receptive abilities: listening, reading	Primarily receptive abilities: listening, reading, viewing	Primarily productive abilities: speaking, writing, showing
CULTURE AND LANGUAGE	Knowledge of cultural perspectives governing interactions between individuals of different ages, statuses, backgrounds Ability to recognize that languages use different practices to communicate Ability to recognize that cultures use different patterns of interaction	Knowledge of how cultural perspectives are embedded in products (literary and artistic) Knowledge of how meaning is encoded in products Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences Ability to analyze and compare content in one culture to interpret U.S. culture	Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader Ability to present cross-cultural information based on background of the audience Ability to recognize that cultures use different patterns of interaction
KNOWLEDGE OF THE LINGUISTIC SYSTEM The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes			

Figure 6. Modes of Communication

Interpersonal Mode

The learner will engage in conversation, express and exchange information and opinions orally and in writing in the target language.

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher responsibility of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (E-mail) messages (SFFLL, p. 32).

Interpretive Mode

The learner will understand and interpret written and spoken language on a variety of topics in the target language.

In the interpretive mode the listener, viewer, or reader works with visual or aural materials whose creator is absent. In this mode, there is no opportunity to negotiate meaning and to interact with the author of the text.

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches (SFFLL, p. 32).

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text (SFFLL, p. 33).

Presentational Mode

The learner will present information, concepts and ideas to an audience of listeners or readers on a variety of topics in the target language.

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-

way" writing and speaking require a substantial knowledge of the language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines" (SFFLL, p. 34).

Cultures

The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

> *The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people's views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large and the solution they offer to the common problems of humankind* (SFFLL, p. 43).

In this document, culture is perceived as being composed of the perspectives (the way people perceive things: their beliefs, attitudes, values, ideas), the practices (what people do: their patterns of social interactions), and the products (what people create: their books, tools, laws, foods, etc.), both tangible and intangible, of a society. These three components are closely interrelated. Just as the perspectives of a society influence the social practices and the products created by that society, often the practices and products are interrelated and influence one another.

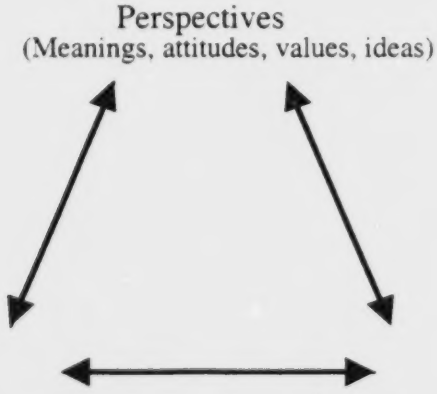

Figure 7. Relationship among perspectives, practices, and products

This goal concerns itself with what has been commonly referred as Culture with a "Big C" e.g., the arts, music, architecture, literature, and culture with a "little c" e.g., daily customs, way of life, realia, gestures. Students should be able to know what to say, when to say it, and to whom in any given situation. For this reason, knowledge and understanding of the formal high culture (Big C) and the popular deep culture (little c) are essential if students are to interact effectively with native speakers of another culture.

Because language and culture are so closely interconnected and because language influences and is influenced by the products, practices, and perspectives of a society, it is hoped that the target language will be used to illustrate and discuss the perspectives, practices and products of that society. However, there may be times when the complexity of the concepts to be discussed may warrant the use of English especially in the earlier stages of language learning.

Comparisons

The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

> *Students benefit from language by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between the language and culture* (SFFLL, p. 53).

There is a commonly held notion that learning another language is beneficial to the understanding of one's own language and culture. It is when students are faced with learning different concepts, different word order, different ways of communicating the same idea that they begin to understand that all languages and cultures are not like their own. By comparing their own language and culture to the one they are learning, they gain some insights into languages and cultures in general. They "cease to make naive assumptions about other languages and cultures solely based upon knowledge of their own" (SFFLL, p. 53).

Connections

The learner will acquire, reinforce and further his/her knowledge of other disciplines through the foreign language.

> *Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally...The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum* (SFFLL, p. 49).

In real life, learning is interdisciplinary and does not occur in isolation. Similarly, students involved in the study of another language need to talk and/or write about some content. The foreign language class, at all levels of the curriculum, is the appropriate forum for the reinforcement of concepts and information introduced in other disciplines. Interdisciplinary reinforcement serves several purposes:

- It allows students to expand and deepen their understanding of other areas of the curriculum.
- It makes the foreign language relevant.
- It engages and motivates students.
- It validates what the students already know.
- It contributes to the entire educational experience of students.

In immersion and/or content-based programs, students develop language skills by using the language as a medium to learn other subjects. In these programs, the curriculum of that discipline determines the kind of language to be introduced.

Communities

The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

This goal focuses on the application of the language within and outside the school setting throughout a person's life. The foreign language becomes more motivating and meaningful when students have the opportunity to experience it in the real world.

They find that their ability to communicate in other languages better prepares them for school and community service projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world (SFFLL, p. 59).

North Carolina is a very diverse state actively recruiting business from international firms. Also, the number of limited English-proficient students in our schools is growing at a fast rate. Therefore, there are many opportunities to draw on the resources within the state. In addition, modern technology can aid students in this endeavor. The Internet, e-mail, and satellite broadcasts are just of few of the options available to students for practicing their language outside of the school setting..

Strands

Traditionally, foreign language study was broken down into the teaching of listening, speaking, reading, writing, and culture. Students progressed from one skill to the other in sometimes contrived activities structured to address one skill at a time. While these skills remain important, they rarely take place in isolation in real life but instead are interrelated as communication takes place - people communicate with an audience for a purpose, they listen to speeches or presentations, they participate in conversations, they react to what they read or hear and they write what they hear. Also, as they engage in these activities they are aware of the conventions of language and culture.

The listening, speaking, reading, and writing skills run through each one of the seven goals and are needed to accomplish the individual objectives listed under those goals. The skills evolve progressively according to language acquisition theory since, in order to become effective communicators, students need to "develop increasing control of the language and its convention" (*NC English Language Arts Standard Course of Study*, 1999 draft) when they listen, speak, read, and write. For this reason, it is important to ensure that classroom activities correspond to the level of language of the students as well as to their cognitive development and that they take place within a communicative context with an audience and a purpose.

The way the four skills are addressed in this document differs from previous documents because of:

- the interconnectedness of all four skills (listening, speaking, reading, and writing)
- the application of the listening, speaking, reading, and writing skills within an interpersonal, interpretive, and presentational context.

Listening

The listening skill is a receptive skill present in the interpersonal and interpretive modes. It is mostly subsumed in the interpersonal mode where students must understand what they hear in order to make sense of it and respond as needed. However, it plays an important part in the interpretive mode where students are involved in "one-way" listening and where they interpret or "listen between the lines" of the text they hear.

According to the American Council on the Teaching of Foreign Languages (ACTFL) Guidelines, *novice* learners of the language are able to understand short and some sentence-length utterances from familiar materials. They can comprehend words and phrases from simple questions, statements, high frequency commands and courtesy formulae, and pick out main ideas and key words from familiar materials such as conversations, dialogs, short narratives, songs, rhymes, games, advertisements, simple stories and literary texts.

As their listening skills expand, *intermediate* students are able to understand simple questions and answers, simple statements and simple face-to-face interaction, and understand main ideas and some supporting details from a variety of texts including simple face-to-face conversations, radio/television broadcasts, announcements, simple instructions, and simple lectures.

Advanced learners are able to get main ideas and most supporting details of connected discourse on a variety of topics beyond the immediacy of the situation. They can understand abstract topics in a familiar context and face-to-face speech in standard dialects with some repetition. They listen to texts which include interviews, one-way communications such as radio/television broadcasts, announcements, instructions and directions, reports primarily dealing with factual information, narratives, and short lectures on familiar topics.

Speaking

The speaking skill is a productive skill present in both the interpersonal and the presentational modes. The interpersonal mode, where active negotiation of meaning among individuals prevails, differs from the presentational mode which is characterized by "one-way" speaking where the ultimate goal is to ensure that the audience can interpret the messages they hear.

At the beginning level, the *novice* learners can communicate minimally to satisfy basic requirements. They produce isolated words and learned phrases and ask questions or make statements involving learned material. They do so in basic conversations, interviews, and short presentations.

At the continuing level, the *intermediate* learners create with the language by combining and recombining learned elements. They initiate and minimally sustain communicative tasks, and ask and answer questions. They are engaged in conversations, story telling, plays, skits, short reports, and poetry.

At the *advanced* level, the learners converse in clearly participatory fashion, initiate, sustain and bring to closure a variety of communicative tasks, and satisfy the requirements of school and work situations. They can narrate and describe in the present, past, and future time. They take part in conversations both face-to-face and on the telephone. They might be involved in debates, surveys, polls, and interviews. They present speeches, reports, and presentations.

Reading

The reading skill is a receptive skill found in the interpersonal and in the interpretive modes. In the interpersonal mode, the learners make sense of written communication exchanged between individuals who come into personal contact and ask for clarification of meaning when the message they read is not clear. The interpretive mode involves the receptive communication of written messages communicated via print and non-print materials.

The *novice* learners identify isolated words and/or major phrases when strongly supported by context. They can pick out main ideas from familiar materials. They are able to read for instructional and directional purposes standardized messages, phrases and expressions, menus, schedules, time tables, maps, signs, forms, ads, and correspondence.

The *intermediate* learners at the continuing level understand main ideas and/or some supporting details from texts dealing with a variety of personal and social needs. Some possible texts may include newspapers, maps, simple instructions, memos and messages with social purposes, simple labels and postcards, ads and labels, public announcements, instructions, descriptions of persons, places, and things.

The *advanced* readers are able to read longer prose of several paragraphs in length. They understand the main idea and supporting facts and details and can understand abstract topics in a familiar context. Some texts may include short narratives, simple short stories, news items, bibliographical information, personal correspondence, routine reports, literary works, and academic texts.

Writing

The writing skill is a productive skill found both in the interpersonal and the presentational modes. In the interpersonal mode, writing involves direct communication between individuals who come into personal contact whereas in the presentational mode, it addresses productive communication with an audience with whom there is no immediate personal contact.

The *novice* learners are able to copy and transcribe simple materials. They can list, identify and label. They can supply basic biographical information on simple forms and documents. They can write simple phrases and sentences using familiar materials. Students can write cards, simple letters, and e-mail messages. They can fill in forms and write simple captions.

The *intermediate* learners can meet practical needs and limited social demands. They can take notes, write simple letters or e-mail messages, brief summaries, and paragraphs.

The *advanced* learners can write routine and more formal social correspondence. They can write discourse of several paragraphs, summaries, narratives and descriptions of a factual nature. They are involved in the writing of correspondence, notes, résumés, reports, dialogue journals, and poems.

Communications and Language Learning Strategies

Learning another language is a process requiring active mental engagement. "Research shows that effective language learners use specific strategies to enhance their learning, retention, and application of the language" (SFFLL, p. 30). However, students do not necessarily have access to a large repertoire of communications and language learning strategies. For this reason, foreign language teachers may consider the teaching and modeling of strategies such as previewing, skimming, scanning, asking for clarification, deriving meaning from context, making inferences, and predicting within their classroom.

> *Learning strategies benefit all students since even those who use some strategies effectively can be taught additional ones. Students are also able to apply effectively these strategies to learning tasks in other disciplines. Broadening the scope of language learning strategies is an integral part of the language programs. Students are able to apply the strategies that work best long after they leave the classroom for a lifetime of learning (SFFLL, p. 31).*

The Role of Grammar

In the study of a foreign language, mastery of grammar used to equate to success in language ability. It was thought that if students knew the grammar, they would automatically be able to transfer this knowledge to the speaking and writing skills and to apply it to a communicative setting. Too often, grammar practiced in drills and unrelated exercises became the focus of instruction. However, in the 1980's the proficiency movement challenged the notion of grammar for its own sake and reinforced the idea that breaking down and analyzing language components at any stage does not lead to effective language production.

The main goal of foreign language instruction is to develop communicative proficiency. Grammar provides the essential framework for supporting meaning and communication. Without grammar it would be difficult to make sense of the words. Grammar dictates the word order and therefore influences the meaning. The challenge is to keep grammar contextualized. In the foreign language classroom, the context determines the grammatical elements which need attention.

While students develop as speakers and writers, their competence to manipulate the language and to create more complex and sophisticated sentences increases. This ability is inherently tied to the interaction students have with those around them and to their attempt to understand the world. Their language is tailored to the specific audiences. In this manner, grammar and communication become mutually inclusive.

The Role of Technology

Technology is revolutionizing the way we live. Traditionally, foreign language teachers have resorted to a variety of technologies such as audio and video tapes, language labs, radio and television broadcasts, films, slides, filmstrips, and overhead materials to facilitate learning in their classroom. More recent technologies are now available to enhance foreign language instruction. These range from distance learning, satellite broadcasts, computers, the Internet, CD-ROMs, and video conferencing through the information highway and *CU SeeMe*.

Students can organize multimedia presentations incorporating text, graphics, sound, and video; they can interact with laserdiscs; they can communicate through electronic mail; they can create databases and spreadsheets; and they can access desktop publishing to generate graphics and text. As stated in the national standards such technologies:

- allow students to communicate orally and in writing with other speakers of the language outside of the confines of the classroom
- open the classroom to other cultures
- provide unlimited access to a variety of resources

The challenge for foreign language teachers is to create an environment which involves the students in authentic, culturally-appropriate, and meaningful experiences designed to stimulate the development of proficiency. In doing so, technology serves as a learning and teaching tool which supports and enhances the curriculum, motivates students, and allows them to apply many of the skills they have developed.

The role of technology is addressed at greater length in the document *Technology – The Common Language* which is a guide for the integration of technology within the foreign language class. This document is available from the NC Department of Public Instruction.

ORGANIZATION OF THE CURRICULUM

Overview

Students across North Carolina begin the study of another language at different grade levels anywhere along the K-12 continuum. Therefore, the *Second Language Standard Course of Study* is designed to address multiple entry points. It recognizes that all students start acquiring a second language in the same way, although they may participate in different learning activities which are appropriate to their ages, interests, and experiences.

Goals

The curriculum is organized around 7 goals which are the same for all students K-12. They define the major purposes and program outcomes for a foreign language education. They are:

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION

COMPETENCY GOAL 4: CULTURES

COMPETENCY GOAL 5: COMPARISONS

COMPETENCY GOAL 6: CONNECTIONS

COMPETENCY GOAL 7: COMMUNITIES

The goals are <u>not</u> listed in order of importance; all are interconnected and dependent on one another.

Objectives

For each goal, there are objectives which are specific to each grade and/or course. The purpose of these objectives is to define what students are expected to know and be able to do to achieve the stated goal. The objectives must coincide with the stages of language development and with the cognitive level of the student.

Elementary

Objectives at K-5 are stated grade by grade but repeated within grade ranges K-2 and 3-5. Students may begin second language study at anytime K-5. Moreover, there is great variation in the amount of instructional time, in both numbers of days per week and number of minutes per session. Teachers need to modify the stated objectives to match the amount of time a student receives second language instruction.

Middle Grades Beginning and Continuing

For grades 6-8, there are two sets of objectives which are stated grade by grade but often repeated at grades 6,7, and 8. One set of objectives is for the beginning sequence and is designed for students starting second language instruction at the middle grades. The second set is for the continuing sequence and addresses the needs of students who began second language study in the elementary grades. However, middle grades teachers will have to examine carefully the prior instructional experiences of their students in order to choose the appropriate instructional objectives for their program. Students who studied a second language for only a year or two prior to middle school, who had minimal instruction (once a week or less), and who stopped language study for a year or more generally would be unable to meet the continuing objectives.

Middle Grades Exploratory

A separate set of objectives are included for middle grades exploratory programs which are typically 6-9 weeks in duration and which focus on an introduction to the study of one language, usually Spanish or French. Because instructional time is minimal, students are not expected to move toward the development of communicative proficiency and will be able to address some of the objectives only in English.

High School

The High School objectives have been developed generically for four courses-- Level I, Level II, Level III, and Level IV. These objectives reflect the sequential nature of language development, the progressive acquisition of cultural knowledge, and the increasing ability to apply language and culture in an authentic setting.

Students who come to high school with previous language experience should be assessed to determine the level at which to begin their high school instruction.

Grade Focus and Course Description

For each grade and/or level a focus section outlining the main emphases for that specific grade level is included.

For high school courses (levels I-IV) the information in the focus section is a brief description of the course.

GOALS

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

ELEMENTARY GRADES K-2
(Beginning Sequence)

Goal

In the K-2 Foreign Language at the Elementary School (FLES) program, the primary goal is the development of listening and speaking and cultural awareness through concrete experiences. However, one must not forget that language acquisition begins with listening. For this reason, "Successful language learning activities emphasize comprehension rather than speaking at the beginning stages" (Curtain and Pesola, 1988).

Content

Learners in Grades K-2 begin with content topics close to the self, the home, and the school. Topics can include family, friends, home, house, etc. The topics are selected from the K-2 school curriculum and are introduced in a meaningful communicative context involving concrete activities aimed at developing language and reinforcing content from other disciplines.

Age appropriate literature, arts, music, and games are also an integral part of the K-2 second language program .

Communication

Most of the practice in the early grades is in a social setting. Children are involved in interpersonal communication by participating in simple face-to-face interactions with classmates, teachers, family, and visitors.

They engage in interpretive communication by following directions and commands, and by demonstrating their understanding of simple questions, everyday words, and statements relating to their immediate environment.

They learn songs, recite poems, and give oral commands as they participate in presentational communication targeted to other students, parents, community members, other classes, and other teachers.

Reading and Writing

At this level, reading and writing are not introduced. Instead, emphasis is placed on the oral language development necessary for students to become good readers and writers later on. Students are introduced to story telling and story reading using big books and other predictable stories. In addition, they are surrounded by environmental print.

Grammar

Grammar is not ignored but is learned indirectly. Because grammar represents concepts which are too abstract for young children it is acquired more effectively when it is from context and when attention is given to function rather than terminology.

Instructional Techniques

Successful language learning activities are geared to the children's interest level and motor skills. Because primary age children have a short attention span and tire quickly, instructional techniques are varied and are age appropriate. They involve large muscle physical activities such as Total Physical Response (TPR), concrete experiences and language experience approach (LEA), dramatic and role play, along with the use of visuals, manipulatives, realia, songs, games, and rhymes.

When available, realia, songs, games, and rhymes of the target culture(s) are incorporated as a way to gain some insight into other cultures.

Immersion Programs

In Immersion programs, the regular school curriculum is taught through the second language. In a full immersion program the curriculum is taught in the target language for the entire day, whereas in a partial immersion program only a part of the curriculum is delivered in the target language.

The goals and objectives which follow will have to be adapted for immersion programs. Because students use the language for longer and more frequent periods of time, they will develop higher levels of proficiency than their counterparts in a FLES program. In addition, the objectives of immersion also include those of the Standard Course of Study in all content areas at the appropriate grade level.

SECOND LANGUAGES - Kindergarten

The Kindergarten program described in this document begins a sequence of instruction leading to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the kindergarten curriculum
- Awareness that the target language is used outside the classroom

Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development within a social setting involving face to face interaction with the teacher. Students communicate through basic words and short memorized phrases within a given context.

Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

Strands: Listening, Speaking

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact using greetings, farewells, and expressions of courtesy.
1.02 Use basic words and short memorized phrases during oral interactions.
1.03 Ask and answer simple questions orally.
1.04 Share likes and dislikes, feelings and emotions orally.
1.05 Exchange personal information orally with the teacher.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
2.02 Demonstrate understanding of statements about the immediate environment and needs.
2.03 Follow oral directions and commands.
2.04 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name people, places, and things using simple words and phrases.
3.02 Recite simple poetry and sing songs.
3.03 Give oral commands.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives

4.01 Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.
4.02 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.03 Participate in activities related to major holidays, festivals, and special dates celebrated by children of the target cultures.
4.04 Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.
4.05 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.02 Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
5.03 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the kindergarten class.
6.02 Recognize and apply learning strategies and processes from other disciplines.
6.03 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration.
7.02 Share knowledge of the target language and cultures with others.
7.03 Greet people of other cultures in the target language using culturally appropriate behaviors.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - Grade 1

The Grade 1 program described in this document is sequential and leads to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades and/or it extends and strengthens skills and concepts introduced during the previous year of study.

The stated objectives can be applied for both beginning and continuing programs. Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the first grade curriculum
- Awareness that the target language is used outside the classroom

Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development within a social setting involving face to face interaction with the teacher and with one another. Students communicate through basic words and short memorized phrases within a context.

Strands: Listening, Speaking

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact using greetings, farewells, and expressions of courtesy.
1.02 Use basic words and short memorized phrases during oral interactions.
1.03 Ask and answer simple questions orally.
1.04 Share likes and dislikes, feelings and emotions orally.
1.05 Exchange personal information with the teacher.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
2.02 Demonstrate understanding of statements about the immediate environment and needs.
2.03 Follow oral directions and commands.
2.04 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

SECOND LANGUAGES - Grade 1

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using simple words and phrases.
3.02 Recite simple poetry and sing songs.
3.03 Give oral commands.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives

4.01 Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.
4.02 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.03 Participate in activities related to major holidays, festivals, and special dates celebrated by children of the target cultures.
4.04 Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.
4.05 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.02 Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
5.03 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the first grade class.
6.02 Recognize and apply learning strategies and processes from other disciplines.
6.03 Develop learning strategies in the target language which can be used in other disciplines.

SECOND LANGUAGES - Grade 1

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration.
7.02 Share knowledge of the target language and cultures with others.
7.03 Greet people of other cultures in the target language using culturally appropriate behaviors.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - Grade 2

The Grade 2 program described in this document is sequential and leads to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades and/or it strengthens and extends concepts and skills introduced during the previous year(s) of study.

The stated objectives can be applied for both beginning and continuing programs. Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the second grade curriculum
- Awareness that the target language is used outside the classroom

Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development within a social setting involving face-to-face interaction with the teacher and their peers. Students communicate through basic words and short memorized phrases within a given context.

Strands: Listening, Speaking

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact using greetings, farewells, and expressions of courtesy.
1.02 Use basic words and short memorized phrases during oral interactions.
1.03 Ask and answer simple questions orally.
1.04 Share likes and dislikes, feelings and emotions orally with each other.
1.05 Exchange personal information with the teacher.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of every day spoken and written words and phrases when accompanied by visual clues and/or props.
2.02 Demonstrate understanding of statements about immediate environment and needs.
2.03 Follow oral directions and commands.
2.04 Demonstrate understanding of spoken key words and phrases in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons) and make inferences based on the information presented.
2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

SECOND LANGUAGES - Grade 2

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Recite simple poetry and sing songs.
3.03 Retell a simple story orally with visual cues and prompting.
3.04 Give clues and commands orally.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives

4.01 Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.
4.02 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.03 Participate in activities related to major holidays, festivals, and special dates celebrated by children of the target cultures.
4.04 Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.
4.05 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.02 Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
5.03 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the second grade class.
6.02 Share information when prompted about topics from other disciplines, in the target language.
6.03 Recognize and apply learning strategies and processes from other disciplines.
6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration.
7.02 Share knowledge of the target language and cultures with others.
7.03 Greet people of other cultures in the target language using culturally appropriate behaviors.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

ELEMENTARY GRADES 3-5
(Beginning and Continuing Sequences)

Goal

The primary goal of the 3-5 program is the progressive development of proficiency -- the ability to communicate purposefully. A child says, " I am cold" "I want some water," or "where is my coat?" with a purpose in mind. He/she writes a birthday card or a brief letter for a reason. Each of these tasks requires a certain amount of communicative ability involving the skills of listening, speaking, reading, and writing.

However, one must not forget that language acquisition begins with listening. For this reason, listening comprehension will take precedence over speaking at the beginning stages.

Content

Learners at grades 3-5 begin with content topics which represent the self and family and become acquainted with community and other parts of the world. At their age, they are "at a maximum of openness to people and situations different from their own experience. For these students a global emphasis is extremely important..."(Curtain and Pesola, p. 67). Content is drawn from the 3-5 curriculum and is delivered through first-hand, concrete experiences which are deeply embedded in context.

Reading and Writing

Reading and writing are introduced as natural extensions of oral language. Much time is devoted to pre-writing and pre-reading activities in order to elicit prior knowledge. These activities help students generate ideas, vocabulary, and structures needed to accomplish a task. In addition, they show students that listening, speaking, reading, and writing are interrelated and are mutually supportive.

Materials selected are age-appropriate and have a high interest level. They may include big books, class books, individual books, use of the Internet, CD-ROMs, folktales, legends, songs, rhymes, and games of the target culture(s).

The amount of time devoted to reading and writing will vary depending on the students' level of language and on the amount of time available for the language class.

Grammar

Grammar provides the essential framework for supporting meaning. The language functions which are selected dictate the kind of grammatical structures to be introduced. At this level, grammar is learned indirectly and it is a part of a bigger context.

Instructional Strategies

Most of the communication is in face-to-face interactions with teachers. However, in the upper elementary grades, students can begin to work in pairs or groups as long as they are working on concrete tasks. Some students in the upper elementary grades may resist pair work with a member of the opposite sex.

Through the elementary years, children learn best when they are involved in concrete situations accompanied by manipulatives and realia and when they have the opportunity to move.

Technology is integrated with the program and is focused on developing communicative skills and cultural awareness.

Immersion Programs

In these programs, the regular school curriculum is taught through the second language. In a full immersion program the curriculum is taught in the target language for the entire day, whereas in a partial immersion program only a part of the curriculum is delivered in the target language.

The goals and objectives which follow will have to be adapted for immersion programs. Because students use the language for longer and more frequent periods of time, they will develop higher levels of proficiency than their counterparts in a FLES program. In addition, the objectives of immersion also include those of the Standard Course of Study in all content areas at the appropriate grade level.

SECOND LANGUAGES - Grade 3

The Grade 3 program described in this document is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program which lays the foundation for further language study in upcoming grades or a continuing program which strenghtens and extends concepts and skills introduced during the previous year(s) of language study.

The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Pre-reading/writing activities through oral language.
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the third grade curriculum
- Awareness of the importance of learning another language and culture

Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.
1.02 Use basic words and short memorized phrases during interactions orally and/or in writing.
1.03 Ask and answer questions using learned material orally and/or in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and/or in writing.
1.05 Engage in conversation with the teacher and other students to exchange information about everyday topics.

SECOND LANGUAGES - Grade 3

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
2.02 Demonstrate understanding of oral and written questions about familiar topics.
2.03 Follow oral commands and written directions.
2.04 Identify main idea(s) from simple oral and written selections.
2.05 Make inferences from simple oral and written selections (e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children's stories) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Recite poetry and sing songs.
3.03 Retell a simple story orally and/or in writing with visual cues and prompting.
3.04 Give directions and commands orally and/or in writing.
3.05 Write familiar words and phrases associated with visuals, props, or familiar contexts.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use learned non-verbal gestures, manners, and behaviors of the target cultures.
4.02 Recognize and use learned verbal greetings and idiomatic expressions of the target cultures.
4.03 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.04 Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
4.05 Demonstrate understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
4.06 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.07 Identify people and products and their importance to the target cultures.
4.08 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02 Develop an awareness of the structural patterns (e.g., gender agreement, adjective placement) in the target language and his/her own language(s).
5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04 Develop an awareness of the use of idiomatic expressions in the target language.
5.05 Identify connections among languages by recognizing cognates and loan words.
5.06 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.07 Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).
5.08 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own culture(s).
5.09 Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the third grade class.
6.02 Share information with others about topics from other disciplines in the target language.
6.03 Recognize and apply learning strategies and processes from other disciplines.
6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration.
7.02 Share knowledge of the target language and cultures with others.
7.03 Interact with people of other cultures in the target language about familiar topics.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - Grade 4

The Grade 4 program described in this document is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program which lays the foundation for further language study in upcoming grades or a continuing program which strenghtens and extends concepts and skills introduced during the previous year(s) of language study.

The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Communication including the skills of listening, speaking, reading, and writing
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the fourth grade curriculum
- Awareness of the importance of learning another language and culture

Reading and writing are introduced; however, much time is spent on pre-reading/writing activities through oral language. Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact orally and/or in writing with the teacher and others using greetings, farewells, and expressions of courtesy.
1.02 Use basic words and short memorized phrases during interactions orally and/or in writing.
1.03 Ask and answer questions using learned material orally and/or in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and/or in writing.
1.05 Engage in conversation with the teacher and other students to exchange information about everyday topics.

SECOND LANGUAGES - Grade 4

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
2.02 Demonstrate understanding of oral and written questions about familiar topics.
2.03 Follow oral commands and written directions.
2.04 Identify main idea(s) from simple oral and written selections.
2.05 Make inferences from simple oral and written selections (e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children literature) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Recite poetry and sing songs.
3.03 Tell or retell a simple story orally and or/in writing with visual cues and prompting.
3.04 Give directions and commands orally and/or in writing.
3.05 Write familiar words and phrases associated with visuals, props, or familiar contexts.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives

4.01 Recognize and use learned non-verbal gestures, manners and behaviors of the target cultures.
4.02 Recognize and use learned verbal greetings and idiomatic expressions of the target cultures.
4.03 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.04 Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
4.05 Demonstrate understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
4.06 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.07 Identify people and products and their importance to the target cultures.
4.08 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02 Develop an awareness of the structural patterns (e.g., gender agreement, adjective placement) in the target language and his/her own language(s).
5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04 Develop an awareness of the use of idiomatic expressions in the target language.
5.05 Identify connections among languages by recognizing cognates and loan words.
5.06 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.07 Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).
5.08 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own culture(s).
5.09 Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fourth grade class.
6.02 Share information with others about topics from other disciplines in the target language.
6.03 Recognize and apply learning strategies and processes from other disciplines.
6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration.
7.02 Share knowledge of the target language and cultures with others.
7.03 Interact with people of other cultures in the target language about familiar topics.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - Grade 5

The Grade 5 program described in this document is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program which lays the foundation for further language study in upcoming grades or a continuing program which strenghtens and extends concepts and skills introduced during the previous year(s) of language study.

The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

The emphasis at this grade level is on:

- Communication including the skills of listening, speaking, reading, and writing
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the fifth grade curriculum
- Awareness of the importance of learning another language and culture

Reading and writing are incorporated as extensions of oral language with a focus on pre-reading/writing activities through oral language. Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact orally and in writing with the teacher and others using greetings, farewells, and expressions of courtesy.
1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer questions using learned material orally and in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05 Engage in conversation with the teacher and other students to exchange information about everyday topics.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
2.02 Demonstrate understanding of oral and written questions about familiar topics.
2.03 Follow oral directions and written commands.
2.04 Identify main idea(s) from simple oral and written selections.
2.05 Make inferences from simple oral and written selections (e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children literature) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Recite poetry and sing songs.
3.03 Tell and retell a simple story orally or in writing with visual cues and prompting.
3.04 Give directions, commands, and instructions orally and in writing.
3.05 Write familiar words and phrases associated with visuals, props, or familiar contexts.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use learned non-verbal gestures, manners, and behaviors of the target cultures.
4.02 Recognize and use learned verbal greetings and idiomatic expressions of the target cultures.
4.03 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
4.04 Participate in activities and celebrations reflective of the customs and traditions of the target cultures.
4.05 Demonstrate understanding of children's literature including stories, poetry, folktales, fables, and legends of the target cultures.
4.06 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.07 Identify people and products and their importance to the target cultures.
4.08 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02 Develop an awareness of the structural patterns (e.g., gender agreement, adjective placement) in the target language and his/her own language(s).
5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04 Develop an awareness of the use of idiomatic expressions in the target language.
5.05 Identify connections among languages by recognizing cognates and loan words.
5.06 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
5.07 Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).
5.08 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own culture(s).
5.09 Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fifth grade class.
6.02 Share information with others about topics from other disciplines in the target language.
6.03 Recognize and apply learning strategies and processes from other disciplines.
6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration.
7.02 Share knowledge of the target language and cultures with others.
7.03 Interact with people of other cultures in the target language about familiar topics.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

MIDDLE SCHOOL GRADES 6-8

Adolescents' Characteristics

Young adolescents undergo tremendous physical, social, emotional, and intellectual changes which impact heavily on their learning. They want to know that they have a say in the organization of their life at home and at school. In their struggle for autonomy, they want independence from adults while looking for approval from their peers. While they see themselves as active contributors, they want privileges but are unsure about responsibilities. Their self-concept is shaky, they are vulnerable to criticism, and have a definite sense of fairness. Their formal thinking fluctuates from concrete to abstract. At the same time, they are interested in the new and bored with the old.

Instructional Strategies

Young adolescents must be exposed to relevant experiences which allow them to adapt to all these changes. They need to be involved in positive and meaningful interactions with their peers, and, at the same time, they need opportunities to develop a positive self-concept.

Group and pair work are especially successful with middle school adolescents as long as the group and pair work are centered on well-defined tasks which are broken down into manageable parts since students this age often feel overwhelmed by long range assignments. In the classroom, young adolescents need assistance with organization and responsibility to help them move toward independence.

At this level, students can work well from patterns and facts, but they have difficulty making applications. They have little tolerance for ambiguity. For this reason, they need explicit practice with a model. Since they have little patience for anything which is different, teachers will want to stress similarities rather than differences especially when dealing with culture.

Textbook

There are many instructional resources available at the middle school level. The textbook is one of the possible resources; however, the use of a textbook should not restrict access to other materials such as magazines (paper and on-line), videos, CD-ROMs, cassettes (audio and video), realia, and the Internet.

Grammar

Because of its abstract nature, grammar is selected according to the communicative functions to be mastered and is taught contextually.

Middle School Program

The middle school program conforms to concepts students have mastered and to experiences they have both in and out of school. There are three sets of objectives corresponding to the three program options available at the middle school level:

- 6-8 program for the students in a beginning sequence,
- 6-8 program for students in a continuing sequence, and
- 6-8 program for students in an exploratory program.

Beginning Sequence

At the beginning level, students start their study of the second language. The focus of the program is on the development of proficiency. To be effective the program provides sequential instruction to ensure the development of the necessary language skills.

In a beginning sequence, focus is placed on the development of the listening and speaking skills first. Reading and writing are integrated later on.

Students use basic language to interact with their peers about familiar topics. They are able to understand contextualized directions, commands, key words and phrases, and they can make inferences from the materials they hear or read. They rely heavily on visual cues and/or props. They are involved in short presentations including poems, songs, and other internalized materials.

They gain some insights into other cultures as well as their own. They are able to apply learning strategies and processes from other disciplines and they can develop their own strategies to help them learn better. Their experience with the language is not limited to the classroom. They are encouraged to take their language outside of the classroom by accessing the Internet, participating in e-mail or regular correspondence, and interacting with their community.

Continuing Sequence

At the continuing level, students expand on the language skills previously acquired through study at the elementary and or middle school level. Reading and writing continue to be natural extensions of the listening and speaking skills.

Their study includes broader areas of knowledge and interest to reflect their age group and language level.

Students communicate orally and in writing with their peers and others using more complex language. They are able to understand main ideas and some supporting details without relying as heavily on visual cues or props. They can tell or retell a story. They can present skits, songs, poetry, and personalized statements to a variety of audiences.

They continue to familiarize themselves with other cultures by participating in activities characteristic of young adolescents in the target cultures. They explore viewpoints and attitudes behind

traditions, celebrations, people's attitudes and by doing so they reflect on their own culture and language. They continue to look for connections between the target language and other disciplines and they apply strategies learned in various contents. To make language relevant, they access technology and other media and they apply their language outside of the classroom.

Articulation

There needs to be on-going contacts with high school teachers to establish a common core of knowledge and skills expected of all students who place into high school level II. Smooth articulation from the middle school to the high school level ensures that students have the opportunity to continue building on what they have learned.

Exploratory Program

The Exploratory Program described in this document is for one language. This program can be repeated by individual students in different languages at the same or at different grade levels.

This is a non-sequential program which does not lead to the development of communicative proficiency. The stated goals and objectives apply to students at 6th, 7th, and 8th grades in a daily program meeting 6-9 weeks; however, modifications need to be made if the program meets for longer or shorter periods of time.

The emphasis of this program is on:

- Communication through learned words and phrases dealing with familiar topics.
- Pre-reading/writing activities through oral language.
- Connections to the grade level curriculum.
- Awareness of other cultures.
- Comparison of culture and language to the students' own culture and language.
- Awareness of the importance of learning another language and culture.

Classroom instruction may be conducted in the target language or in English.

Exploratory programs traditionnally begin in the sixth grade with students enrolled in foreign language study for a 9 week span usually scheduled on the exploratory wheel. In the schools these programs are usually followed by:

a) a beginning sequential program in the seventh grade. Goals for the beginning sequential program are found under *Grade 7 - Beginning Sequence.*

b) another level of exploration. Goals for the exploratory program at the sixth, seventh, and the eighth grade are the same and can be found in the Exploratory section.

IB Program

In addition to the above programs, some school systems are implementing an International Baccalaureate (IB) program at the middle school level. Middle school IB programs are designed to feed into the high school IB program with its own curriculum. Some modifications to the Standard Course of Study may be needed to meet the requirements of the IB program.

SECOND LANGUAGES - Grade 6 (Beginning Sequence)

The Beginning Sequential Program described in this document is designed for students starting the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels.

This middle school program is sequential and expanded upon at grades 7 and grade 8. However, in many cases it may begin at grade 7 and developed at grade 8. The stated goals and objectives may be modified to accommodate scheduling variance and students' previous knowledge.

The beginning program is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first within a given context extending outside of the classroom setting when possible. The context focuses on the adolescents' lives, needs, and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., songs, games, foods), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated into all instruction. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines in on-going throughout instruction.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer questions using learned material orally and in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05 Engage in conversation to exchange information about everyday topics.
1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation orally and in writing.

SECOND LANGUAGES - Grade 6 (Beginning Sequence)

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Follow oral and written directions, commands, and requests.
2.02 Demonstrate understanding of words, phrases, and sentences from simple oral or written texts about basic personal needs and familiar topics.
2.03 Identify key words and main idea(s) from simple oral and written passages.
2.04 Demonstrate understanding of oral and written questions about familiar topics.
2.05 Comprehend and make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Write familiar words, phrases, and sentences in context.
3.03 Give simple directions and commands orally and in writing.
3.04 Present memorized materials such as poetry, songs, rhymes, and skits.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives

4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
4.02 Recognize and use common verbal everyday greetings and idiomatic expressions of the target cultures.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.05 Identify important people and products of the target cultures.
4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07 Identify commonly held positive and negative generalizations about the culture(s) studied.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02 Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
5.05 Identify connections among languages by recognizing cognates and loan words.
5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target culture and his/her own culture(s).
5.08 Examine the cultural traditions and celebrations that exist in the target culture and other cultures and recognize the viewpoints behind them.
5.09 Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.
5.10 Identify the mutual contributions of the target cultures and his/her own culture(s).

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
6.02 Share information about topics from other disciplines in the target language.
6.03 Recognize and apply learning strategies and processes from other disciplines
6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - Grade 7 (Beginning Sequence)

The Beginning Sequential Program described in this document is designed for students starting the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels.

This middle school program is sequential and expanded upon at grade 8. However, in many cases it begins at grade 7 and is developed at grade 8. The stated goals and objectives may be modified to accommodate scheduling variance and students' previous knowledge.

The beginning program is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first within a given context extending outside of the classroom setting when possible. The context focuses on the adolescents' lives, needs, and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., songs, games, foods), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated into all instruction. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines in on-going throughout instruction.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer questions using learned material orally and in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05 Engage in conversation to exchange information about everyday topics.
1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation.

SECOND LANGUAGES - Grade 7 (Beginning Sequence)

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Follow oral and written directions, commands, and requests.
2.02 Identify key words and main idea(s) from simple oral and written passages
2.03 Demonstrate understanding of words, phrases, and sentences from simple oral or written connected passages dealing about familiar topics.
2.04 Demonstrate understanding of oral and written questions about familiar topics.
2.05 Make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Write familiar words, phrases, and sentences in context.
3.03 Give simple directions and commands orally and in writing.
3.04 Present memorized materials such as poetry, rhymes, and skits.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
4.02 Recognize and use common verbal greetings and idiomatic expressions of the target cultures.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.05 Identify people and products and their importance to the target cultures.
4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07 Identify commonly held positive and negative generalizations about the culture(s) studied.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02 Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language.
5.04 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
5.05 Identify connections among languages by recognizing cognates and loan words.
5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target cultures and his/her own culture.
5.08 Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
5.09 Recognize viewpoints and attitudes of people in both his/her own culture and the target cultures relating to family, home, school, work, and play.
5.10 Identify the mutual contributions of the target cultures and his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
6.02 Share information about topics from other disciplines in the target language
6.03 Recognize and apply learning strategies and processes from other disciplines.
6.04 Develop learning strategies in the target language which can be used in other disciplines

SECOND LANGUAGES - Grade 7 (Beginning Sequence)

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - Grade 8 (Beginning Sequence)

The Beginning Sequential Program described in this document is designed for students starting the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels.

This middle school program is sequential. It can begin at grade 6, 7, or 8. However, in many cases it begins at grade 7 and continues at grade 8. The stated goals and objectives may be modified to accommodate scheduling variance and students' previous knowledge.

The beginning program is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first within a given context extending outside of the classroom setting when possible. The context focuses on the adolescents' lives, needs, and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., songs, games, foods), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout all instruction. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines in on-going throughout instruction.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer questions using learned material orally and in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05 Engage in conversation to exchange information about everyday topics.
1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Follow oral and written directions, commands, and requests.
2.02 Identify key words and main idea(s) from simple oral and written passages
2.03 Demonstrate understanding of words, phrases, and sentences from simple oral or written connected passages about familiar topics.
2.04 Demonstrate understanding of oral and written questions about familiar topics.
2.05 Make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, chants, and adolescent readings) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Write familiar words, phrases, and sentences in context.
3.03 Give simple directions and commands orally and in writing.
3.04 Present memorized materials such as poetry, rhymes, and skits.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives:

4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
4.02 Recognize and use common verbal greetings and idiomatic expressions of the target cultures.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.05 Identify people and products and their importance to the target cultures.
4.06 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07 Identify commonly held positive and negative generalizations about the culture(s) studied.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).

5.02 Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).

5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language.

5.04 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.

5.05 Identify connections among languages by recognizing cognates and loan words.

5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.

5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target cultures and his/her own culture.

5.08 Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.

5.09 Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.

5.10 Identify the mutual contributions of the target cultures and his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02 Share information about topics from other disciplines in the target language.

6.03 Recognize and apply learning strategies and processes from other disciplines.

6.04 Develop learning strategies in the target language which can be used in other disciplines.

SECOND LANGUAGES - Grade 8 (Beginning Sequence)

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - Grade 6 (Continuing Sequence)

The Continuing Program is a sequential program which builds on the previous study of the target language and its culture as initiated in the elementary grades. It allows students to perform the basic functions of the language using increasingly complex structures and to become familiar with some detailed elements of its culture. The emphasis is placed on the on-going progressive development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions).

A somewhat detailed study of the culture, its products (e.g., songs, games, food, traditions), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is included in the program. Students acquire some understanding of how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the curriculum.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
1.02 Exchange information by asking and answering questions orally and in writing.
1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
1.04 Engage in conversation about everyday topics.
1.05 Use culturally acceptable vocabulary, idiomatic expressions, and gestures in conversation.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.
2.03 Understand and follow oral and written directions, commands, and requests.
2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Present skits, poetry, and songs.
3.02 Recombine known language to produce personalized statements.
3.03 Compose paragraphs related to personal experience.
3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
3.05 Summarize orally and in writing main idea(s) from selected material.
3.06 Tell or retell a story orally or in writing.
3.07 Give directions or commands orally or in writing.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.
4.02 Interact using everyday greetings and idiomatic expressions.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
4.05 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
4.06 Identify important individuals from the past and present and their contributions to the target cultures.
4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
4.08 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).

5.02 Compare and contrast structural patterns in the target language and his/her own language(s).

5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

5.05 Identify connections among languages by recognizing cognates and loan words.

5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.

5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.

5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.

5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.

5.11 Demonstrate an understanding of the mutual impact of the target culture and his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02 Share information with others about topics from other disciplines in the target language.

6.03 Recognize and apply learning strategies and processes from other disciplines.

6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - Grade 7 (Continuing Sequence)

The Continuing Program is a sequential program which builds on the previous study of the target language and its culture as initiated in the elementary grades. It allows students to perform the basic functions of the language using increasingly complex structures and to become familiar with some detailed elements of its culture. The emphasis is placed on the on-going progressive development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions).

A somewhat detailed study of the culture, its products (e.g., songs, games, food, traditions), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is included in the program. Students acquire some understanding of how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the curriculum.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
1.02 Exchange information by asking and answering questions orally and in writing.
1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
1.04 Engage in conversation about everyday topics.
1.05 Use culturally acceptable vocabulary, idiomatic expressions, and gestures in conversation.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of oral and written phrases and sentences from simple passages dealing with familiar topics.
2.02 Demonstrate understanding of familiar oral and written questions.
2.03 Understand and follow oral and written directions, commands, and requests stated without visual cues or props.
2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Present skits, poetry, and songs.
3.02 Recombine known language to produce personalized statements.
3.03 Compose paragraphs related to personal experience.
3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
3.05 Summarize orally and in writing main idea(s) from selected material.
3.06 Tell or retell a story orally or in writing.
3.07 Give directions or commands orally or in writing.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.
4.02 Interact using everyday greetings and idiomatic expressions.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
4.05 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
4.06 Identify important individuals from the past and present and their contributions to the target cultures.
4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
4.08 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).

5.02 Compare and contrast structural patterns in the target language and his/her own language(s).

5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

5.05 Identify connections among languages by recognizing cognates and loan words.

5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.

5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.

5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and examine the viewpoints behind them.

5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.

5.11 Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture(s).

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02 Share information with others about topics from other disciplines in the target language.

6.03 Recognize and apply learning strategies and processes from other disciplines.

6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - Grade 8 (Continuing Sequence)

The Continuing Program is a sequential program which builds on the previous study of the target language and its culture as initiated in the elementary grades. It allows students to perform the basic functions of the language using increasingly complex structures and to become familiar with some detailed elements of its culture. The emphasis is placed on the on-going progressive development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting. The context focuses on adolescents' lives, needs, and experiences, but also expands into other aspects of life and exposes students to a variety of customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions).

A somewhat detailed study of the culture, its products (e.g., songs, games, food, traditions), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is included in the program. Students acquire some understanding of how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the curriculum.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
1.02 Exchange information by asking and answering questions orally and in writing.
1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
1.04 Engage in conversation about everyday topics.
1.05 Use culturally acceptable vocabulary, idiomatic expressions and gestures in conversation.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.
2.03 Understand and follow oral and written directions, commands, and requests.
2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Present skits, poetry, and songs.
3.02 Recombine known language to produce personalized statements.
3.03 Compose paragraphs related to personal experience.
3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
3.05 Summarize orally and in writing main idea(s) from selected material.
3.06 Tell or retell a story orally or in writing.
3.07 Give directions or commands orally or in writing.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.
4.02 Interact using everyday greetings and idiomatic expressions.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
4.05 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
4.06 Identify important individuals from the past and present and their contributions to the target cultures.
4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
4.08 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).

5.02 Compare and contrast structural patterns in the target language and his/her own language(s).

5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

5.05 Identify connections among languages by recognizing cognates and loan words.

5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target culture and his/her own culture.

5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.

5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and examine the viewpoints behind them.

5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.

5.11 Demonstrate an understanding of the mutual impact of the target culture and his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02 Share information with others about topics from other disciplines in the target language.

6.03 Recognize and apply learning strategies and processes from other disciplines.

6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - Grades 6-8 (Exploratory)

The Exploratory Program described in this document is for one language. This program can be repeated by individual students in different languages at the same or at different grade levels.

This is a non-sequential program which does not lead to the development of communicative proficiency. The stated goals and objectives apply to students at 6th, 7th, and 8th grades in a daily program meeting 6-9 weeks; however, modifications need to be made if the program meets for longer or shorter periods of time.

The emphasis of this program is on:

- Communication through learned words and phrases dealing with familiar topics.
- Pre-reading/writing activities through oral language.
- Connections to the grade level curriculum.
- Awareness of other cultures.
- Comparison of culture and language to the students' own culture and language.
- Awareness of the importance of learning another language and culture.

* Classroom instruction may be conducted in the target language or in English.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in short/simple conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

1.03 Ask and answer basic questions using learned material orally and in writing.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on selected topics in the target language.

Objectives

2.01 Follow selected oral and written directions and commands.

2.02 Demonstrate understanding of learned /familiar words, phrases, and sentences from simple oral or written passages (e.g., announcements, advertisements, ads) about basic personal needs.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on selected topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.

3.02 Present memorized materials such as poetry, rhymes, songs, skits.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use selected non-verbal gestures of the target cultures.

4.02 Recognize and use common verbal everyday greetings of the target cultures.

4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.

4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe.

4.05 Identify important individuals from the target cultures.

4.06 Explore in English aspects of contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).

5.02 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, symbols) in the target language and his/her own language(s).

5.03 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.

5.04 Identify connections among languages by recognizing cognates and loan words.

5.05 Develop an awareness that people's behaviors may vary according to their culture.

5.06 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target culture and his/her own culture(s) in English.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

HIGH SCHOOL LEVELS I - IV

Content

Beginning high school students may restrict their language to the self and other highly familiar topics. However, as their language develops high school students are able to communicate beyond the self. At the advanced levels they can use the language to discuss current events, the arts, history, etc. They begin to communicate about more abstract topics such as government, educational systems, and literature.

Instructional Strategies

Successful second language high school programs include a variety of student-centered activities focusing on the different abilities, needs, and learning styles of the students.

Authentic materials and technology have a prominent place in the high school program. Students have frequent access to a variety of media and other electronic means. They are involved in activities including the use of TV, videos, Internet, E-mails, novels, plays, authentic newspapers and magazines. These materials provide the necessary basis for the development of listening, speaking, reading, and writing skills and at the same time they offer some insights into another culture.

Placement of Students with Previous Language

Students who enroll in high school foreign language courses with previous language experience should be assessed to determine placement at the appropriate level.

Validating and building on the students' previous experiences at the elementary and/or the middle school level afford students the opportunity to reach higher levels of proficiency.

Block Scheduling

The scheduling of foreign language courses at the high school level is important as it impacts on the development of the language skills. High school students should have the opportunity to take beginning courses (levels I and II) in back to back semesters without extended time interruptions. If a break in instruction is to happen, it is better for it to be at the advanced levels; students usually register an initial disadvantage which quickly disappears.

Pacing guides can be developed by teachers in local school systems to facilitate the planning and delivery of instruction over the course of a year.

Other High School Programs

Other high school programs such as AP, IB and Pacesetter Spanish can be found in NC high schools. Because these programs have set curricula, the goals and objectives found in this document may have to be adapted.

SECOND LANGUAGES - High School Level I

This course is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., literature, laws, foods, games,) perspectives (e.g., attitudes, values, beliefs,) and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own.

Integration of other disciplines is on-going throughout the course.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.
1.02 Use basic words and short learned phrases during interactions orally and in writing.
1.03 Ask and answer questions about feelings using learned material orally and in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05 Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics.
1.06 Use culturally acceptable vocabulary, idiomatic expressions, and gestures.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language

Objectives

2.01 Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.
2.02 Demonstrate understanding of oral and written questions about familiar topics.
2.03 Follow oral and written directions, commands, and requests.
2.04 Identify key words or main idea(s) from oral or written passages.
2.05 Make inferences from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Give short oral or written presentations about people, places, things, and events using everyday words and phrases.
3.02 Dramatize songs, simple skits, or poetry dealing with familiar topics.
3.03 Tell or retell a story orally or in writing.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.
4.02 Learn and discuss patterns of behavior or interaction among the target cultures.
4.03 Participate in activities and celebrations and discuss their impact on the culture.
4.04 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
4.05 Identify important individuals from the past and present and their contributions to the target cultures.
4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02 Identify similarities and differences in the structural patterns in the target language and his/her own language(s).
5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04 Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.
5.05 Identify connections among languages by recognizing cognates and loan words.
5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings including his/her own.
5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s).
5.08 Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.
5.09 Recognize viewpoints and attitudes of people in both his/her own culture(s) and the target cultures relating to family, home, school, work, and play.
5.10 Identify the mutual contributions of the target cultures and his/her own culture(s).

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
6.02 Transfer information acquired in the foreign language class for use in other disciplines.
6.03 Recognize and apply learning strategies and processes from other disciplines.
6.04 Develop learning strategies in the target language which can be used in other disciplines.

SECOND LANGUAGES - High School Level I

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - High School Level II

Students enrolled in this course have either successfully completed the level I course at the high school or the middle school or have placed out of level I due to previous language study at the elementary and/or middle grades.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in simple conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present time and past time inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, summarize familiar topics from the target culture. Focus is placed on understanding main ideas.

They develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s).

Integration of other disciplines is on-going throughout the course.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Communicate present and past information by recombining basic vocabulary and structures orally and in writing.
1.02 Exchange information by asking and answering original questions orally and in writing.
1.03 Share likes and dislikes, feelings and emotions giving supporting information orally and in writing.
1.04 Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences.
1.05 Use culturally acceptable vocabulary, idiomatic expressions or gestures.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences and passages.
2.02 Demonstrate understanding of increasingly complex oral and written questions relating to familiar topics.
2.03 Understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials.
2.04 Identify main idea(s) and some details from simple oral and written passages about familiar topics.
2.05 Make inferences and draw conclusions from simple oral and/or written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.
3.02 Dramatize songs, short plays and skits, or poetry on familiar topics.
3.03 Tell or retell a story orally and in writing.
3.04 Recombine known language to produce personalized statements.
3.05 Give detailed instructions orally and in writing.
3.06 Compose paragraphs related to personal experience.
3.07 Summarize orally and in writing main idea(s) from selected material.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use cultural practices and expressions in daily activities.
4.02 Identify and explain patterns of behavior or interaction among the target cultures.
4.03 Participate in activities and experience customs and traditions of the target cultures.
4.04 Identify major geographical features, cities, and regions of the target countries where the language is spoken and show their relationship to the culture.
4.05 Identify important people, events, and achievements of the target countries and show their contribution to their own and other cultures.
4.06 Investigate perspectives and practices of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07 Identify differences in cultural products, practices, and perspectives which lead to generalizations or stereotyping among cultures with the same language.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).

5.02 Compare and contrast structural patterns in the target language and his/her own language.

5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

5.05 Recognize the changing nature of language.

5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.

5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to their own.

5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.

5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.

5.11 Demonstrate an understanding of the mutual impact of the target cultures and his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Identify and process information and skills that are common to the foreign language class and other disciplines.

6.02 Communicate information in the foreign language class which is common to other disciplines.

6.03 Transfer information acquired in the foreign language class for use in other disciplines.

6.04 Recognize and apply learning strategies, processes from other disciplines.

6.05 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - *High School Level III*

Students enrolled in this course have either successfully completed high school levels I and II courses or have placed out of levels I and II due to previous language study at the elementary and/or middle grades.

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and as they access short literary texts, authentic materials, and media on generally familiar topics. Students satisfy limited communication and social interaction demands, they initiate and maintain face-to-face communication. They identify main idea(s) and significant details in discussions, presentations, and written texts within a cultural context, read and interpret authentic materials, narrate and describe in sentences, groups of related sentences, and short cohesive passages in present, past, and future time and compose messages, announcements, personal notes, and advertisements.

They continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting.

Integration of other disciplines is on-going throughout the course.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past, and future times.

1.02 Ask and answer open-ended questions that are beyond immediate needs orally and in writing.

1.03 Express preferences, feelings, emotions, and opinions giving supporting details orally and in writing.

1.04 Demonstrate evidence of self-correction in communication with others.

1.05 Increase use of culturally acceptable vocabulary, idiomatic expressions, and gestures.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of a wide range of oral and written idiomatic expressions, phrases, sentences and passages.
2.02 Demonstrate understanding of oral and written questions relating to familiar and less familiar topics.
2.03 Understand and follow oral and written directions, commands, and requests originating from a variety of cultural settings.
2.04 Identify main ideas and significant details from longer authentic spoken passages from the target cultures (e.g., live and recorded discussions, presentations, lectures) or from materials being studied in another class.
2.05 Read and interpret authentic materials (e.g., selected short stories, poetry and other literary works, articles, personal correspondence, and simple technical material).
2.06 Predict outcomes, draw inferences, analyze, and make judgments from oral and written materials.
2.07 Recognize intonation patterns and their effect on meaning.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Narrate and describe with detail in present and past time orally and in writing.
3.02 Compose and present stories, poems, and skits.
3.03 Compose messages, announcements, personal notes, advertisements, postcards, or simple letters.
3.04 Explain a simple process, incorporating instructions.
3.05 Summarize and interpret information from authentic material orally and in writing.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Use practices characteristic of the target cultures for daily activities among peers and adults.
4.02 Compare and contrast patterns of behavior or interaction among the target cultures.
4.03 Participate in activities and celebrations, and experience and analyze customs, traditions, and celebrations of the target cultures.
4.04 Examine historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the target cultures.
4.05 Compare and contrast geographical features of target countries to show their relationship to the culture.
4.06 Discuss the influence of important people, events, and achievements of the target countries on their own and other cultures.
4.07 Draw inferences about contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.
4.08 Compare and contrast cultural products, practices, and perspectives among cultures with the same language in order to dispel stereotyping.

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Investigate regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).
5.02 Compare and contrast structural patterns in the target language and his/her own language(s).
5.03 Investigate the similarities and differences of various literary genres in the target language and his/her own.
5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
5.05 Explain the changing nature of language.
5.06 Understand selected economic, political, and social events that have shaped the target culture and their relationship to the United States across time.
5.07 Research how native speakers of the target cultures (e.g., writers, journalists, artists, media persons) portray life in the United States and how native speakers of English portray life in the target cultures.
5.08 Describe cultural perspectives as reflected in a variety of literary genres and compare and contrast to his/her own culture.
5.09 Explore the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Acquire and process information from a variety of sources in the target language about a topic which is common to other disciplines.
6.02 Discuss, exchange, and analyze information acquired from other disciplines in the target language.
6.03 Transfer information acquired in the foreign language class for use in other disciplines.
6.04 Recognize and apply learning strategies, processes, and skills from other disciplines.
6.05 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.
7.02 Share knowledge of the target language and cultures with others.
7.03 Interact with people of other cultures in the target language about familiar topics.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 Identify occupations within the community and beyond that require proficiency in the target language.
7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGES - High School Level IV

Students enrolled in this course have successfully completed Level III.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics in past, present and future time. They satisfy routine social demands and meet most social requirements.

Another emphasis of this course is on culture and literature. Short stories, poetry, excerpts from various periods of literature, current events, and authentic materials are included. Emphasis is placed on independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Communicate original thoughts with others using increasingly complex structures and expanded vocabulary, with appropriate tenses.
1.02 Ask and answer open-ended questions to seek and provide information and clarify meaning.
1.03 Exchange points of view, express preferences and defend opinions.
1.04 Demonstrate self correction in communication with others.
1.05 Sustain conversation using circumlocution and other strategies.
1.06 Use culturally acceptable vocabulary, idiomatic expressions, and gestures consistently.

COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of oral and written materials without complete reliance on formally learned vocabulary and structures.
2.02 Demonstrate understanding of more complex oral and written questions relating to familiar and unfamiliar topics.
2.03 Understand and follow more complex oral and written directions, commands, and requests originating from a variety of cultural settings.
2.04 Interpret and analyze main ideas and supporting details from longer oral passages from the target culture(s) (e.g., live and recorded discussions, presentations, lectures on current and past events) or from materials being studied in another class.
2.05 Demonstrate the ability to move beyond literal comprehension toward more critical reading where style and mood (e.g., sarcasm, humor, irony) may be considered.
2.06 Analyze, evaluate, organize, and determine point of view and purpose from oral and written materials.
2.07 Determine meaning by interpreting tone and phrasing of native speakers.

COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Compose narrations and detailed descriptions in present, past, and future time orally and in writing.
3.02 Create and present poetry, short plays, and stories.
3.03 Develop in writing an organized summary, composition, report, or article.
3.04 Prepare oral and written reports on topics studied in the foreign language classroom and/or in other disciplines.
3.05 Explain a complex process incorporating detailed instructions.
3.06 Complete authentic forms and documents.
3.07 Summarize, interpret, and analyze information from authentic materials or literary samples orally and in writing.

COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Use practices characteristic of the target cultures in a variety of contexts.
4.02 Analyze and discuss variations of patterns of behavior or interaction within target cultures.
4.03 Make inferences about the target cultures and their people by participating in and experiencing customs, traditions and celebrations.
4.04 Analyze and discuss historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the people of the target cultures.
4.05 Examine the geographical features of the target countries and explain their impact on the peoples and their cultures.
4.06 Evaluate the impact of influential people and events, and their contributions to the global community.
4.07 Form and support opinions about contemporary life in the target cultures through examination of media and cultural artifacts and interaction with people from those cultures.
4.08 Discuss and dispell stereotypical images associated with the target culture(s).

COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Recognize and examine regional and national dialects (e.g., male and female languages in Japan) within the target language and his/her own language(s).
5.02 Compare and contrast structural patterns in the target language and his/her own language(s).
5.03 Explore the similarities and differences of various literary genres in the target language and his/her own.
5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
5.05 Describe how languages influence each other.
5.06 Compare the native and target cultures in terms of various institutions (e.g., educational, legal, economic, and governmental).
5.07 Analyze how native speakers of the target cultures (e.g., writers, journalists, artists, media persons) portray life in the United States and how native speakers of English portray life in the target cultures.
5.08 Analyze cultural perspective as reflected in a variety of literary genres and compare and contrast to his/her own culture.
5.09 Analyze the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.

COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Acquire information from a variety of authentic sources in the target language about topics that are common to other disciplines.
6.02 Synthesize information from authentic sources relating to other disciplines.
6.03 Present formally information from authentic sources relating to other disciplines.
6.04 Transfer information acquired in the foreign class for use in other disciplines.
6.05 Recognize and apply learning strategies, processes, and skills from other disciplines.
6.06 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.
7.02 Share knowledge of the target language and cultures with others.
7.03 Interact with people of other cultures in the target language about familiar topics.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 Identify occupations within the community and beyond that require proficiency in the target language.
7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

GLOSSARY

ACTFL: the American Council on the Teaching of Foreign Languages.

Acquisition/Learning: "acquisition of a second language" refers to the natural way one acquires a first language through meaningful communication, whereas learning a second language implies the formal study of a language including grammatical rules

Advance organizer: a visual, title, graph or question which presents a structure for the new material by relating it to the learner's existing knowledge.

Advanced placement (AP): high school program which provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs; usually refers to course which follows curriculum of College Board and may lead to credit at a college or university.

Alternative assessment: assessment which allows students to demonstrate what they can do with the language in a meaningful context. Some examples are performance assessments, portfolio, demonstrations, checklists, self-assessment, peer assessment, learning logs and journals.

Articulation: seamless transition from one level to the next.

Assessment: collection and organization of data on student progress in achieving set objectives. Data collected can consist of observations, grades, or anecdotal records.

Aural: related to the sense of hearing.

Authentic assessment: form of performance assessment structured around a real-life problem or situation (*Florida Curriculum*). Sometimes used interchangeably with alternative assessment.

Authentic materials: books, tapes, videos, games, magazines, and other materials produced for use by native speakers of the language.

Circumlocution: indirect way of expressing something.

Communicative competence: ability to function in a communicative setting - that is to produce and understand what is appropriate to say, how it should be said, and when it should be said.

Community: a) all the people living in a particular district or city b) the district or city where they live (*Webster's NewWorld Dictionary*).

Content-based program: a foreign language teaching approach in which content from one or several subject areas from the regular school curriculum is taught in the foreign language.

Context: the overall situation in which the language learning occurs.

Context clues: information available to a reader for understanding an unfamiliar word from the meaning of a sentence as a whole, familiar language patterns, the meaning of surrounding words and sentences, and the position and function of the word.

Contextualization: presentation of information to a reader or listener as part of a context and not in isolation. This term can be used when vocabulary and grammar are taught for a communicative purpose rather than for their own sake.

Continuation program: foreign language program which builds on the language skills previously acquired by the student.

Controlled paragraphs: paragraphs written according to stated guidelines, e.g., a certain readability level, a certain purpose for writing such as self-description.

Cooperative learning: instructional approach in which students work together as a team with each member contributing to the completion of the task or project.

Cross-cultural: spanning more than one culture.

Courtesy formulae: polite or helpful conventional expressions or remarks such as "thank you," "you are welcome," and please."

Culturally acceptable vocabulary: vocabulary which is socially appropriate within a given culture.

Dialogue journal: a notebook in which student and teacher communicate regularly in writing. The topic is usually chosen by the student who elects to write as much as he/she chooses. The teacher responds by asking questions, making comments but never correcting nor giving a grade.

Discrete item: test item which is assessed in isolation to see if a student has mastered a specific structure.

Educated native speaker: native speaker of the language who uses standard speech free of dialect and slang.

Everyday words: words a student would use in commonplace situations at home or in school.

Explicit: clearly stated and leaving nothing implied (*Webster's NewWorld Dictionary*).

FLES: Foreign Language in the Elementary Schools. It is a well-articulated, sequenced second language program for children. Classes are taught in the language. Listening, speaking, and culture are stressed during the primary grades, with reading and writing introduced when appropriate.

FLEX: Foreign Language Exploration. It is a short-term exploratory program often found at the middle grades level. It is not articulated with the elementary nor with the high school program. Its main goals are to introduce the target culture and to motivate students to pursue further language study. The term may also be used to describe a non-sequential elementary program with limited contact time (once a week or less).

Figurative: not in its original, usual, literal, or exact sense of reference (*Webster's NewWorld Dictionary*).

Framework: broad organizing structure for the essential knowledge and skills in a program area.

Function: use of the language for an intended purpose, e.g., to give directions, to make a request.

Functional objectives: objectives centered around the uses to which the language can be put, e.g., asking questions, expressing disagreement.

Functional use: ability to communicate in the second language on topics appropriate to age level.

Genre: form or type of literary content, such as a novel, tragedy, comedy, or poem.

Graphic organizer: visual and verbal map of vocabulary and concepts and their relationships designed to assist learners in comprehending selections. Examples are Venn diagrams, webs, bar graphs, timelines, diagrams, flow charts, outlines, and semantic maps.

High order thinking skills: relatively complex and time-consuming cognitive mental operations, such as concept formation, problem solving, and composing. They commonly employ one or more core thinking skills (focusing, information gathering, remembering, organizing, analyzing, generating, integrating, and evaluating).

Idiomatic expression: expression which has a different meaning from the literal (e.g., by the skin of his teeth). Idiomatic expressions make no sense when translated literally from one language to another.

Immersion: approach to foreign language instruction in which the regular curriculum is taught in the foreign language.

Implicit: suggested or to be understood though not plainly expressed (*Webster's NewWorld Dictionary*).

Inference: judgment or conclusion based on reasoning, e.g., reasoning by inference from given premises.

Inflection: any change in tone or pitch of the voice (*Webster's WorldWide Dictionary*).

Internalize: to make a part of one own's thinking.

Interpersonal intelligence: students who can read the moods and intentions of others and who have developed the ability to work cooperatively in a group possess interpersonal intelligence. Those students are also very adept at communicating verbally and non-verbally with other people.

Interpret: to have or show one's own understanding of the meaning; to bring out the meaning (*Webster's WorldWide Dictionary*).

Intrapersonal intelligence: students who have a keen understanding of their own feelings and who use that insight to guide their behavior possess intrapersonal intelligence.

Kinesthetic intelligence: students who possess kinesthetic intelligence have control over their bodily motions and have the talent to manipulate objects with deftness.

Language experience: approach to learning to read in which a group of students' own words or short oral compositions are written down and used as materials of instruction. The writing usually follows a shared experience.

Learning styles: preferred style of learning of student

Learning strategies: "steps or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information" (Oxford, 1989).

Literal: following or representing the exact words of the original; word-for-word; based on the actual words and their ordinary meaning (*WorldWide Dictionary*).

Multicultural: addressing several cultures.

Multilingual: having more than one language.

Multiple intelligences: theory that individuals can learn in multiple ways. Howard Gardner has identified seven intelligences: mathematical/logical, verbal/linguistic, musical/rhythmic, visual/spatial, bodily/kinesthetic, interpersonal, and intrapersonal.

Nonprint: symbols, words, pictures, and illustrations not in traditional print form such as those seen in computer programs and in the environment.

Novice: beginning language learner. Beginning language category of the ACTFL guidelines.

Objective: what is aimed at or striven for. Objectives are more specific in their focus than the global goals.

Oral/aural: dealing with speaking and listening.

Pair activity: activity involving oral or written communication between two students.

Partial immersion: approach to second language instruction in which part (at least half) of the school day is conducted in the second language.

Pattern story: story characterized by predictable story lines and the repetition of phrases and rhythm and/or rhyme which enable children to make predictions about content.

Performance-based assessment: assessment which requires the student to construct a response or create a product. Performance-based assessments are open-ended and do not have a set response.

Perspective: in this document, the term perspective is used in reference to the meanings, attitudes, values, and ideas represented by a cultural group.

Pictionary: dictionary made up of pictures and symbols drawn to represent people, things, and events. It is used for pre-reading and pre-writing activities for students who are beginning to develop reading and writing skills.

Portfolio: collection of student's work exhibiting the student's effort, progress or achievement. In a foreign language a portfolio could include: work samples, projects, performances, audio and/or video tapes.

Practice: in this document, the term practice refers to the patterns of social interactions with and within the different people in the culture.

Print: symbols, words, pictures, and illustrations as seen in books, magazines, leaflets.

Product: in this document, a product is a tangible representation of the culture. It can include big "C" items such as plays, music, architecture, or little "c" items such as food, artifacts, dresses, games, and songs.

Proficiency: ability to communicate effectively in both oral and written forms in the cultures where the language is spoken. Proficiency is made up of three components: function, content, and accuracy.

Proficiency-based curriculum: curriculum centered around proficiency where vocabulary and grammar are not taught in isolation, but rather as tools to accomplish communicative goals in particular settings on particular subjects.

Rubric: scoring guide composed of set criteria used to evaluate a student's performance, product, or project. The criteria describe the characteristics of the performance, product and/or project.

Scenario: classroom activity or a unit which describes what students are doing with the language.

Standard: description of what a student should know and be able to do.

Strand: any of the parts that are bound together to form a whole. In this document, the needed skills to accomplish each goal.

Strategy: systematic plan for achieving a specific goal or result.

Story skeleton: organization of a story. It involves the identification of the characters, the place, the problem, the goal, as well as the delineation of the sequence of events leading to the resolution of the previously stated problem.

Structural analysis: breakdown of a whole into its parts to determine the syntactical relationships.

Syntax: way language is structured and ordered within sentences.

Target language: language being learned.

Total immersion: approach to second language instruction in which the entire school day is conducted in the second language.

Total Physical Response (TPR): approach in which students respond with physical activity to increasingly complex teacher commands.

Two-way bilingual programs: These programs group native speakers of English with native speakers of the target language. Instruction is provided both in English and

in the target language on alternate days, according to academic subjects, or according to the day (morning in one language and afternoon in the other).

Venn diagram: diagram consisting of two or more intersecting circles representing relationships among concepts.

Visual clues: visible information such as tangible objects, and gestures which may assist a reader in gaining meaning from unfamiliar words.

Webbing: strategy for developing and organizing ideas.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL) PROFICIENCY GUIDELINES

Generic Descriptions-Listening

These guidelines assume that all the listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice Low — Understanding is limited to occasional words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice Mid — Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or slower rate of speech.

Novice High — Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate Low — Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number or content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

Intermediate Mid — Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.

Intermediate High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced-level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extra linguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in oral text.
Advanced Plus	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is proportionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp socio-cultural nuances of the message.
Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Generic Descriptions-Speaking

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies.

	Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The Intermediate level is characterized by the speaker's ability to: - create with the language by combining and recombining learned elements, though primarily in a reactive mode; - initiate, minimally sustain, and close in a simple way basic communicative tasks; and -ask and answer questions.
Intermediate Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate - High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Advanced	The Advanced level is characterized by the speaker's ability to: - converse in a clearly participatory fashion; - initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; - satisfy the requirements of school and work situations and - narrate and describe with paragraph-length connected discourse.
Advanced	Able to satisfy the requirements of every day situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaboration, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk causally about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.
Advanced Plus	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.
Superior	The Superior level is characterized by the speaker's ability to: - participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and - support opinions and hypothesize using native-like discourse strategies.
Superior	Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical,

social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinion and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions - Reading

These guidelines assume all reading texts to be authentic and legible.

Novice Low — Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice Mid — Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice High — Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extra linguistic background knowledge are supportive.

Intermediate Low — Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstanding will occur.

Intermediate Mid — Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear internal structure. They impart basic information about which the

	reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
Intermediate High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical terms. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.
Advanced Plus	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.
Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meaning derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and

low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will included a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary and misreading is rare.

Generic Descriptions - Writing

Novice Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
Novice Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
Intermediate Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate Mid	Able to meet limited practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.

Intermediate High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed though verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely use basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.
Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in production of complex sentences. Uses a limited number of cohesive devices, such as pronouns accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.
Advanced Plus	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Superior	Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of positions in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development,

is strongly evident, although not thoroughly executed and/or totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

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